

**TEACHING AND LEARNING PASSIVE VOICE OF SIMPLE PRESENT TENSE  
BY USING FLASHCARD AT THE EIGHTH GRADE OF THE SECOND  
SEMESTER OF SMP NEGERI 18 BANDAR LAMPUNG  
IN 2016/2017 ACADEMIC YEAR**



**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree

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2019**

## **ABSTRACT**

### **TEACHING AND LEARNING PASSIVE VOICE OF SIMPLE PRESENT TENSE BY USING FLASHCARD AT THE FIRSTH SEMESTER OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 18 BANDAR LAMPUNG IN 2016/2017 ACADEMIC YEAR**

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The objective of the research were to know the teaching and learning passive voice of simple present tense by using flashcard, to know teacher's problems in teaching passive voice of simple present tense by using flashcard, to know student's problem in learning passive voice of simple present tense by using flashcard.

In this research focused on passive voice of simple present tense. In this research, the researcher used qualitative research. The subject of this research was the eight grade students of SMP N 18 Bandar Lampung. The researcher applied purposive sampling technique to determine the samples. The researcher choose VIII F as a sample because the students of this class have the higher score especially in passive voice. The total sample of this research was 39 students. The technique of collecting data were observation, interview and questioner.

The found of the research is as follow: first, teaching and learning process was done on three meetings in two a weeks, the atmosphere in teaching and learning passive voice of simple present tense by using flashcard the students looked active discussing between each group students but some of them looked less responsive in learning passive voice of simple present tense by using flashcard. Second, the problems faced by students were difficult to match the appropriate cards of flashcard, and then the students had difficult to indentify active form and passive form, after that the students had difficult to change active sentence form into passive sentence form. Third, the problems faced by teacher were difficult to give the instruction of flashcard, forget to give the procedure of flashcard, and difficult to explain passive voice materials especially, when students changed active form into passive form.

**Key Words :** *Passive Voice, Simple Present, Flashcard*





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## DECLARATION

I hereby state that the paper entitled “ TEACHING AND LEARNING PASSIVE VOICE OF SIMPLE PRESENT TENSE BY USING FLASHCARD AT THE SECOND SEMESTER OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 18 BANDAR LAMPUNG IN 2016/2017 ACADEMIC YEAR” this paper is true master piece of myself.

I am fuplly aware i have quoted some statements and ideas from various sources and they are properly acknowledged in my paper. I do not copy or quote with the way that is againt from the scientific ethis that accur in the scientific. From the statement above. I am ready accept any judgement if it is found there is scientific ethic contrary in this paper or their is claim from another side toward the original word

Bandar Lampung, Januari 2019

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## MOTTO

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ ﴿٢﴾

In the names of Allah, the Lord of Mercy and the Giver of Mercy

Indeed, we have sent it down as an Arabic Al-quran that you might

understand.<sup>1</sup> (Q.S Yusuf: 2)

---

<sup>1</sup> Abdullah Yusuf 'Ali, *The Meaning of Holy Al-quran new Edition with Revised Translation Commentary and Comprehensive Index* (Maryland : Amma Publicatio, 1999) p.235

## **DEDICATION**

Praise and gratitude to Allah SWT Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. The greatest inspiration in my life is my beloved father Mr. Muahimin and mother Mrs. Satiyah, for their love, support, patience and guidance.
2. My beloved sisters :Husnaini, Asmawati, Ana Diana, Ida yati, and Winda Oktavia.
3. My beloved : Bapinda, Kammi Organize .
4. My beloved brothers : Widi Irawan, Khoirul Anwar, Joko, Arya Dimantara, Wahyu, Jarwanto, especially for my Teacher who is Rozi
5. My beloved almamater UIN Raden Intan Lampung.

## **CURRICULUM VITAE**

Ardiyansyah was born in Padang Cermin Lampung on Mei 5<sup>th</sup> , 1993. He is the last child of six children of Mr. Muhaimin and Ms. Satiyah. He has six sisters, names: Husnaini, Asmawati, Ana Diana, Ida Yati, and Winda Oktavia.

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## ACKNOWLEDGMENT

In the name of Allah He beneficent and the merciful. All praise is merely to Allah SWT the Almighty, the lord of the world who has bestowed upon the writer in completing this thesis. Peace and blessing upon to our prophet Muhammad SAW, his family, his friends, his Companions, And his Follower. This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung.

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11. I dedicate to my wife. Thanks for pray, support, patience and guidance.

Finally, no one and nothing is perfect and neither is this final project. If there is any comment, corection, and critics for bettermen of this final project are always open haertedly welcome.

May Allah SWT the Almighty, bless them all aamiin.

Bandar Lampung, Januari 2019

The Writer,

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1111040241

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Pictures of teaching and learning passive voice of simple present by using flashcard at  
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence.<sup>1</sup> Grammar provides rules of making sentences structurally and semantically correct. Grammar is one of language component, it is very important element to be learned in learning language. Grammar is a very basic knowledge and an important tool for students to master English, especially, in learning sentence. From the statement above, the researcher can give a conclusion the grammar is a system of rules in English and the grammar has a relationship of words in a sentence and a relationship tenses.

Tenses is the relationship between the form of the verb and time of the action or states it describes.<sup>2</sup> Wishon says that, the tense may indicate whether an activity has been completed, has extended over a period of time, or is still in progress.<sup>3</sup> From tenses statements above researcher can conclude one of parts of grammar which constructing the form of verb. In English grammar, they are aspect that students have to know. One of the aspects in English grammar is passive voice.

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<sup>1</sup> H. Douglas Brown, *Teaching by Principles as Interactive Approach to Language Pedagogy*, (New Jersey : Longman, 2001), p.347.

<sup>2</sup> Jack C Richards, *Dictionary of Language Teaching and Applied Linguistics*, (New York : Longman 2002), p.545

<sup>3</sup> George E. Wishon and Julia M. Burk, *Let's Write English ( Revised Edition )*, Copyright by Litton Education Publishing, 1980), p.192

Betty said in the passive, the object of an active verb become the subject of the passive verb: “the boy in (a) becomes the subject of the passive verb in (b), (a) and (b) have the some meaning.”<sup>4</sup> According to Hughes The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the Action.<sup>5</sup> Richcards adds passive voice is direct objects and many indirect objects can become subjects when sentences in the active voice are changed to the passive voice.<sup>6</sup> From teories explanation above the passive is more grammatical than lexical, it is a focus construction that exists to put the patient, the receiver or undergoes of an action, in subject position.

In learning passive voice, especially, passive voice of simple present tense, the students must understand the meaning of the sentence and know the grammatical rule. The students must be able to change the active verb form to the passive verb form correctly by mastering passive voice of simple present tense, the students will improve their English ability and their English ability will be better since the passive voice of simple present tense mastery often appear in the daily exam or national examination at the Junior High School.

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<sup>4</sup> Betty Schrampter Azar, *Understanding and Using English Grammar*, (New York: Longman, 1989), p.120

<sup>5</sup> <http://www.englishh4today.com/grammar>. (Accessed on November 23<sup>th</sup>, 2015, At 10.00 Am)

<sup>6</sup> Jack Richards, *Op. Cit*, p.369



Based on the curriculum of SMP N 18 Bandar Lampung shows that, passive voice of simple present tense has been taught at the first semester of the eighth grade of this school, and also this materials often appear at the exam, but, most of the students of the first semester of the eighth grade of SMP N 18 Bandar Lampung have difficulty in understanding passive voice of simple present tense. It is showed from the result of the priliminary research in SMP N 18 Bandar Lampung. The English teacher of SMP N 18 Bandar Lampung said many students of SMP N 18 Bandar Lampung have difficulties to analyze passive voice that has been learned by them. The students are still confused in using the verb form in passive sentence. Below is the table of students' passive voice score.

**Table 1**  
**Students' Score for Passive Voice of Simple Present Tense Test at the Eighth Grade Students of SMP N I8 Bandar Lampung in 2016/2017 Academic Year**

No	Score	The number of the students	Percentage
1.	$\geq 70$	40	35%
2.	$< 70$	73	65%
Total		112	100%

*Source: The Teacher's Document of Passive Voice of Simple Present Tense Test of the Eighth Grade at SMP N I8 Bandar Lampung.*

From the data of preliminary research above, it can be seen that 65% of the students have low achievement in passive voice of simple present tense. It means that the students' passive voice needs improving because in SMPN I8 Bandar Lampung the criterion of minimum mastery (KKM) is 70.<sup>7</sup>

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<sup>7</sup> By The Preliminary Research in *SMP N I8 Bandar Lampung*, (Accessed on Mei 12th, 2015 At 09.30 Am)

Generally, the students felt confused to change an active voice of simple present tense into passive voice, because in the passive voice the object of an active verb become the subject of the passive verb. Passive voice is generally difficult to be understood because of its rule and formula which dissimilar with active voice. So, they felt confused and sometimes they made many mistakes in placing an object and a subject.

It can be seen from the result of the test the usage of passive voice in the simple present tense that was done by the students of SMPN I8 Bandar Lampung was still low. In addition from the interview with the students and an English teacher (Elvira) (The result of interview can be seen in appendix 1), the researcher found that the teaching and learning process of passive voice of simple present tense by using flashcard has been applied in that school, but, the teaching and learning process by flashcard is not enough. Because the English teacher in teaching passive voice of simple present tense is not optimal yet. From the statement above the researcher can give a conclusion in teaching and learning process passive voice of simple present tense is not optimal, however the English teacher has used flashcard media in teaching passive voice of simple present tense.

One of the factors that engage students' low achievement in passive voice of simple present tense mastery is the media of teaching. The media of teaching can help the teacher to solve the student's learning process. Teaching media can be best defined as types of principles and media used for instruction. There are many types of teaching

media, depending what the materials will be given by teacher to their students. For effective teaching to take place, a good media must be adopted by the teacher.

One of them is flashcard media. According to Azhar Flashcard is one of visual media that can be made in the form of photograph, drawing, or pictures, cutting from magazines and newspaper.<sup>8</sup> Merriam and Webster said flash card is a card bearing words, number or pictures that briefly displayed (as by a teacher to a class) use as a learning aid.<sup>9</sup> From the statement above the researcher can conclude the flashcard media is suitable for all levels and students will feel fun and happy in learning English.

The teacher can make his/her own flashcard media to make his/her students understand the lesson and also they will feel fun and happy in learning English. It can be applied by the teacher in teaching learning process one of them is flashcard media.

According to Richards in language teaching flashcards is a card with words, sentence, or pictures. It used as an aid or cue in a language lesson.<sup>10</sup> According to Richards Flashcard is (in language teaching) a card with words, sentences, or pictures on it, used as an aid or CUE in a language lesson.<sup>11</sup> It is supported by cam lirette, He state that Flashcad can be used to supplement passive activities and worksheets. Passives

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<sup>8</sup> Azhar Arsyad, *Media Pembelajaran*, ( Jakarta: Grafindo Persada, 2005), p.3

<sup>9</sup> Merriam and Webster, *Merriam-Websters Collegiate Dictionary*, ( New York: Merriam-Webster's inc, 2003), p.476

<sup>10</sup> Jack Richards, *Op. Cit*, p. 204

<sup>11</sup> Jack C Richards, *Dictionary of Language Teaching and Applied Linguistics*, (New York: Person Education Publisher. 2002) , p.204

have always presented a change of ESL/EFL teacher, but the secret is choosing topics where passive voice come out naturally; where the things are made, where the things are grown, and what the things are made out.<sup>12</sup> From the statement above researcher can conclude flashcard is a media in teaching passive voice of simple present tense and then flashcard media can give a easy to students in understanding passive voice of simple present tense.

The researcher hopes this media will be very useful for students to understand the tenses especially passive voice of simple present tense. The researcher found that the using of flashcard media can improve the students' passive voice of simple present tense at the eighth grade students of SMP N 18 Bandar Lampung their passive voice of simple present tense ability will be better.

Based on the problems above, the researcher is conducted this research entitled “Teaching and Learning Passive Voice of Simple Present Tense by Using Flashcard at the Second Semester of the Eighth Grade Students of SMP N 18 Bandar Lampung in 2016/2017 Academic Year”.

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<sup>12</sup> [http://blogglesworldesl.com/passive\\_voice\\_flasdcard](http://blogglesworldesl.com/passive_voice_flasdcard). (Accessed on Desember 23<sup>th</sup>, 2015 At 11.00 Am)

## **B. Identification of the Problem**

Based on the background above, the researcher identified the problems as follows:

1. The students still found difficulties, how to make passive voice sentence of simple present tense.
2. Students are less interest to learn grammar especially passive voice of simple present tense
3. The students' learning process in using passive voice of simple present tense is below the expectation.
4. The flashcard media has been applied by the teacher is not optimal.

## **C. Limitation of the Problem**

In this research, the researcher focused on the process and the problems of teaching and learning passive voice of simple present tense by using flashcard at the Eighth Grade Students of SMPN 18 Bandar Lampung. From the sixteen tenses in English the writer only focus on the Simple Present Tense because this materies have been taught at the second semester of the eighth grade of SMP N 18 Bandar Lampung in 2016/2017 Academic Year”.

#### **D. Formulation of the Problem**

To make the study easy to understand, the writer formulated the problem as follows:

1. How is the process of teaching and learning passive voice of simple present tense by using flashcard at the second semester of the eighth grade students of SMPN 18 Bandar Lampung?
2. What are the teacher's problems in teaching and learning passive voice of simple present tense by using flashcard at the second semester of the eighth grade students of SMPN 18 Bandar Lampung?
3. What are the students's problems in learning passive voice of simple present tense by using flashcard at the second semester of the eighth grade students of SMPN 18 Bandar Lampung?

#### **E. Objective of the Research**

By conducting this research, the writer formulated the objectives as follows:

1. To know the process of teaching and learning passive voice of simple present tense by using flashcard at the second semester of the eighth grade students of SMPN 18 Bandar Lampung.
2. To know teacher's problems in teaching passive voice of simple present tense by using flashcard at the second semester of the eighth grade students of SMPN 18 Bandar Lampung.



3. To know students's problems in learning passive voice of simple present tense by using flashcard at the second semester of the eighth grade students of SMPN 18 Bandar Lampung.

#### **F. Use of the Research**

It is hoped that the result of this research can be beneficial:

1. Theoretically

By using flashcard game, it is hoped that the students are more interest and motivated in teaching and learning passive voice of simple present tense so that their English passive voice of simple present tense will be developed. The teacher can improve their passive voice of simple present tense in teaching and learning process so the goal of learning can be achieved.

2. Practically

It is expected that this research can provide useful input in improving the quality of learning in the school and then to give information the English teacher of SMPN 18 Bandar Lampung about teaching passive voice of simple present tense by using flashcard.

## **G. Scope of the Research**

This researcher divided the scope of the researcher into four parts, they were:

### **1. Subject of the Research**

The subject of this research was at the second semester of the eighth grade students of SMPN 18 Bandar Lampung.

### **2. Object of the Research**

The object of research was the use of flashcard media in teaching and learning passive voice of simple present tense.

### **3. Place of the Research**

The research was conducted at SMP 18 Bandar Lampung.

### **4. Time of the Research**

The research was conducted at the the second semester of the eighth grade of SMP 18 Bandar Lampung in Academic Year of 2016/2017.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Concept of Teaching and Learning English**

##### **1. Concept of Teaching**

According to Brown, teaching is “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.”<sup>1</sup> In teaching learning process, people need a teacher who is professional to achieve learning objectives. Teaching and learning process will involve all components of teaching. So then, teachers and students get involved in the interaction, so the teacher is an educator and the student is the learner. The teacher does not only organize the classroom but also escort the purpose. So that, the Teaching and Learning process needs a good interaction among the teacher and the student.

Teaching gives support to leaning activities. According to Suzanne states that teaching is shared work between students and teachers.<sup>2</sup> He further says that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Our understanding of how the learner learns will

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<sup>1</sup> H. Douglas Brown, *Teaching By Principles an Interactive Approach to Language Pedagogy*, Second Edition, ( New York : Prentice Hall Regent Englewood Cliffs, 2000), p.7.

<sup>2</sup> Suzanne L. Miller, Penelope, *Theories of Learning and Teaching What Do They Mean for Educators?*, (Washington DC: NEA, 2006), p.11.

determine our philosophy of education, teaching style, approach, methods, and classroom technique.

Teaching demands a combination of three elements: transmitting knowledge, teaching for the process of inquiry and encouraging interpersonal relationship. The way of teaching and assessing will depend on the level and the goal of the teacher select before.<sup>3</sup> It means that in learning English the students should practice in their daily communication to improve their ability.

River in Sugiyono one of the objective of teaching a foreign language is to provide the students with the skills which make enable them to communicate with the speaker or another nationalities who have also learn this language.<sup>4</sup> It means that learning foreign language is not merely learning the language forms, but learning how to use the language for communication base on the target language.

So, teaching can be defined as providing opportunities for students to learn. However, students may not always learn what the teacher intend to teach about, and sometimes they may also learn notions which the teacher do not intend them to learn.<sup>5</sup> The students actually can learn not only from the teacher but also outside of class.

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<sup>3</sup> Richard. C. Sprinthall, *Educational Psycology Developmental Approach*, ( New York: Addison Wesley Publishing Company, 1977) , p.382

<sup>4</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatife, dan R&D*, ( Bandung: Alfabeta, 2011) , p.52

<sup>5</sup> Brown George, *Effective Teaching in Higher Education*, ( New York, 2002 ), p.2

Teaching also is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. It should be considered about the ability of the teacher in managing the class, his skills, and also the professionalism of the teacher so that teaching goal can be achieved. In addition, teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Our understanding of how the learners learn will determine our philosophy of education, teaching style, approach, methods, and classroom technique. According to Harmer, teaching means to give (someone) knowledge or to instruct or to train (someone),<sup>6</sup> Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.<sup>7</sup> It means that the students who learned English as a foreign language have little opportunities to use their English in real life situation. On the objective, teaching a foreign language is to provide the students with the skills which enable to communicate orally with the speakers of other nationalities who also learn this language.

Based on the explanation above, the researcher concludes that English teaching is art of transferring knowledge from the teacher to the students or to give somebody knowledge by using some creative ways in transferring the knowledge.

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<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching*, ( London : Longman, Fourth Edition, 2001), p.56.

<sup>7</sup> D.A Wilkins, *Linguistics in Language Teaching*, ( London : Edward Arnold Publisher, 1980), p.7.

## 2. Concept of Learning

According to Brown, learning is a process of personal growth. Learners are responsible for their own learning and must develop independence, autonomy, and responsibility.<sup>8</sup> In addition, learning involves activeness, conscious focus on and acting upon events outside or inside the organism, and also some forms of practices, perhaps reinforced practices.

According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice.<sup>9</sup> This change occurs as a consequence of experience in some specify situation. The change brought about by developing a new skill, understanding a scientific law, changing attitude. The change is not merely incidental or natural in the way the human appearance change as people get older. Learning is relatively permanent change, usually brought about intentionally.

Based on the explanation above, the researcher concludes that learning is the process of the students to understand and master the lesson or the subject that the teacher give to them. In addition, teaching English should be put as the first priority to achieve the goal of teaching English; there should be skillful, creative, and innovative teachers. These teachers surely need media and interesting techniques or which can support

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<sup>8</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* , Op. Cit, p.7.

<sup>9</sup> Ibid, p. 7.



them in achieving the goal. One of the most teacher needs is interesting teaching techniques because it plays an important role in teaching learning process. In addition, the teaching techniques are suggested to be interesting and appropriate for students as well.

### **3. Process of Teaching and Learning English**

Teaching and learning process is the concrete and pragmatic process and use of concrete situation in the student intellectual.<sup>10</sup> On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching and learning are irrelated term in teaching and learning process, the teacher, the learner the curriculum and the other variables are organized in systematic way to attain some pre-determined goal, teaching then, can be taught of as the purposeful direction and management of the learning process. Note that teaching is not giving knowledge or skill to students but teaching is the process of providing opportunities for student to produce relatively.

Learning refers to growth of interest, knowledge and skill and to transfer these to new situation.<sup>11</sup> It is means that in certain situation of learning, the component should be considered is how to create proper situation which suitable with the student because the situation the learner are only get what they need. The situation in this case include

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<sup>10</sup> Setiyaningsih, Y, *Transforming Pendidikan Memasuki Millenium Ke Tiga*, ( Jogjakarta: University Santana Darma 2000) , p.43

<sup>11</sup> [http://encyclopedia.word/collins/discovery\\_encyclopedia,1stedition,harper\\_collin\\_publisher\\_article/2005.html](http://encyclopedia.word/collins/discovery_encyclopedia,1stedition,harper_collin_publisher_article/2005.html), (Accessed on March 18<sup>th</sup> 2015 At 10.00 Am)

many elements in teaching and learning process, so that if the situation in teaching learning process has already comfort for the learners, they will optimally find their ways to get their knowledge and grow own their skill.

Teaching and learning process is a systematic education effort in student's maturation process for the bright further.<sup>12</sup> Teaching is a teacher effort's to create conducive condition to make study activity to the students go on.<sup>13</sup> From those statements, teacher as class facilitator is expected to create a good situation or condition in teaching and learning process in order to overcome student's tiredness or boring along teaching and learning process.

In the teaching and learning process have many variables, these variables interact as learners work toward their goals and incorporate new knowledge, behaviors and skill that add to their range of learning experience. Over the past century, various perspectives on learning have emerged, among them-behaviorist (respond to external stimulate); cognitive (learning as a mental operation); and constructivist (knowledge as contracted element resulting from learning process).

According to Nunan the procedure of teaching and learning can be utilized to investigate practically any aspect of teaching and learning process, there are some as follows:

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<sup>12</sup>Setiyaningsih, *Op. Cit*, p.10

<sup>13</sup> *Ibid*, p.47

### 1. Opening lesson

The teacher prepare the physical preparation such as how English teacher in preparing students, check the student attendance, focusing students

### 2. Developing teaching and learning activities

The teacher provide opportunities for students to actively participate in learning activities and how the English teacher develop activities in question and answer

### 3. Presenting the subject matter

The teacher teach the material, it is taught appropriate with learning goals or not how smooth is the the material taught and is the explanation of material easy to understand.

### 4. Managing the class

The teacher fair to all students how teacher attention to the whole group, how the teacher reprimand and decisively when a student's behavior is not good.

### 5. The use of language

The teacher use the English language properly and correctly and how good the tone of voice can be captured by the students.

### 6. The use of media

The teacher get some difficulty in the use of media, media used in active, creative, effective and fun, and use of the media to clarify the delivery of material.

## 7. Close the lesson.

How well the teacher conclude the subject matter by engaging students.<sup>14</sup>

From the statement above, the researcher concludes that teaching and learning process is situation occurring between the teacher and the learner that the teacher transferring their knowledge to the learner. In this case the teacher should be as the facilitator. One of the most important rules that teachers have to perform is that of organizing students to do various activities.<sup>15</sup> Rather than considering theories separately, it is best to think of them together as a range of possibilities that can be integrated into the learning experience. During the integration process, it is also important to consider a number of other factors cognitive style, the multiple natures of our intelligences, and learning as it relates to those who have special needs are from diverse cultural backgrounds.

Consideration of these factors and the ways in which they interact provide an organic view of the teaching learning process that is often called a “system approach “this approach also provides a way of looking at ourselves, the environment in which we teach, and the environment around us. Using this perspective, we can better examine the process itself.

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<sup>14</sup> David Nunan, *Designing Tasks For Communicative Classroom*, ( Cambridge Language Library, Cambridge University Press, 1989), p.62

<sup>15</sup> Jeremy Harmer, *The Practice of English language Teaching*, Op. Cit., p.58.

## **B. Concept of Grammar**

### **1. Definition of Grammar**

Grammar is a set of rule which specify all the possible grammatical structure of the language<sup>16</sup>. Meanwhile, Scott states that grammar is a description of the rules that govern how a language sentences are formed<sup>17</sup>. In addition grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the grammar language. It usually takes into account the meanings and functions these sentences have in the overall system of the language<sup>18</sup>. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

Based on some definitions of grammar from some experts, can be concluded that grammar is a set of rule in a language to build meaningful sentence correctly. It is also define that grammar is a way for combine word by word or phrase by phrase to produce or build sentence. Grammar as a rule is also to prevent ambiguity when we are using language in communication.

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<sup>16</sup> Graham, Lock, *Functional English Grammar, An Introduction For second language learner*, ( Cambridge University Press, Cambridge, 1996), p.1

<sup>17</sup> Scott Thornbury, *How to Teach grammar*, ( London: Longman , 1999), p.1

<sup>18</sup> Jack C. Richard, *Approaches and Methods in Language Teaching*, ( Melburne, Cambridge University Press, 1999) , p.251

## 2. Teaching Grammar

Grammar is a set of the language rule. So, grammar is must be taught to the people who will use a language. Grammar is also as a central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Grammar is important when someone want to mastering a language.

Grammar is thought to furnish the basis for a set of language skills, listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language. In reading, grammar enables learner to comprehend sentence interrelationship in a paragraph, a passage and a text. In the context of writing, grammar allow the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners ho some lexical items should be combined into a good sentences so that meaningful and communicative statements or expression can be formed<sup>19</sup>. It means that grammar is taught as a rule for four skills of English.

Teaching Grammar is an important part of language learning In order for students to have a functional knowledge of a language. Grammar is a life of the language, so the main aim of language as a tool of communication will be success or not is depend on correct or not the grammar in the communication.

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<sup>19</sup> Puji Widodo Handoyo, *Approaches and Procedures For Teaching Grammar Journal*, ( State Polytechnic of Jember, 2006) , p.122



### **3. Rules of Grammar**

#### **a. Spelling Errors**

- 1) There is no good excuse for spelling errors in a final draft.
- 2) Everyone should use a dictionary or turn on Spell Check. When in doubt, check it out!

#### **b. Run-on Sentences**

- 1) Run-ons occur when you try to make one sentence do too much. For example:  
William gazed across the broad Pacific his heart was filled with dread.
- 2) Avoid run-ons by:
  - breaking the long sentence into separate sentences: William gazed across the broad Pacific. His heart was filled with dread.
  - reducing one of the clauses to a subordinate clause and adding a comma: When William gazed across the broad Pacific, his heart was filled with dread.
  - adding a comma and coordinating conjunction between the two clauses: William gazed across the broad Pacific, but his heart was filled with dread.

#### **c. Sentence Fragments**

- Fragments occur when you've written only part of a sentence. For example:  
Because there was no other way of escaping the fire.
- Fix fragments by making sure your sentence contains both a subject and a verb:  
He leaped out of the window because there was no other way of escaping the fire.

**d. Subject/Verb Agreement**

- If the subject is singular, use a singular verb; if the subject is plural, use a plural verb: The arrival of many friends promises a good time. Either the principal or the coach usually attends the dance.
- Remember: the subject of a sentence is never contained within a prepositional phrase!

**e. Pronoun Agreement**

- Almost everyone makes this mistake: Everyone should get out their books.
- A pronoun must agree in number with its antecedent (the word to which the pronoun refers).
- Rewrite the sentence using singular pronouns: Everyone should take out his or her book. Singular pronouns include: each, either, neither, one, everyone, no one, everybody, nobody, anyone, someone, somebody.

**f. Verb Tense**

- Tense means time. Verbs tell us what action is occurring, and when it is occurring. Verbs change form to indicate when an action takes place. Your writing should remain in one tense, switching only when necessary to the meaning. To fix tenses, read your draft looking only for tense agreement.

**g. Plural & Possessive**

- An “s” is put at the end of a word for two reasons: to make it plural or to show possession.
- When you add an “s” to make a plural, don’t use an apostrophe:

Plurals: books, students Possessives: the book's pages; the student's desk

Possessives for plural nouns: the books' pages; all of the students' desks

- When you add an "s" to make a plural, don't use an apostrophe

Possessive pronouns don't use apostrophes: yours, hers, its, ours, theirs.<sup>20</sup>

## C. Concept of Tense

### 1. Definition of Tense

The tense system of English breaks down verbs by time (present, past, and future) and by category (simple, perfect, and progressive).<sup>21</sup> According to Richards that tense is the relationship between the form of the verb and time of the action or states it describes.<sup>22</sup> Wishon adds the tenses may indicate whether an activity has been completed, has extended over a period of time, or is still in progress.<sup>23</sup> From the statement above, the researcher can conclude the tenses are one component of grammar which that must be known by the students.

Tenses can also make finer distinctions than simple past-present-future; past tenses for example can cover general past, immediate past, or distant past, with the only difference between them being the distance on the timeline between the temporal

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<sup>20</sup><https://csumb.edu/sites/default/files/images/basicgrammarrules.pdf> ( Accessed on Maret 13<sup>th</sup>, 2016 At 13.00 Pm)

<sup>21</sup> Mark Lester, *English Grammar Drills*, ( The United States Copyright: Hill Companies, 1976), p.129

<sup>22</sup> Jack C Richards, *Dictionary of Language Teaching and Applied Linguistics*, (New York: Longman, Person Education Publisher. 2002) , p.545

<sup>23</sup> George E. Wishon Julia M. Burk, *Let's Write English ( Revised Edition )*, (New York : Longman, 1980), p.192

reference points. Such distinctions are not precise: an event may be described in the remote past because it feels remote to the speaker, not because a set number of days have passed since it happened; it may also be remote because it is being contrasted with another, more recent, past event. Those are the tense in English, but the researcher explain three aspects in English tense, namely present, past, and future tense.

## **2. Types of Tenses**

### **a. Present Tense**

#### **1) Simple Present Tense**

According to Betty, the simple present tense is used to express habitual or everyday activity.<sup>24</sup> We use it to say something happens all the time or repeat. In other word that something is true in general. It is claimed not important whether the action is happening at the time of speaking, simple present tense is also used for event or situation that exist always, usually, or habitually in the past, present and future.

For examples:

- My classes begin at nine.
- He always eats a sandwich for lunch.
- I study for two hours every night

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<sup>24</sup> Betty Schrampter Azar, *Understanding and Using English Grammar*, ( Prentice Hall Regent: Longman, 1993) , p.11

## 2) Present Continuous Tense

The present progressive expresses an activity that is in progress at the moment of speaking.<sup>25</sup> It means that present progressive tense is a sentence that expresses an situation that happened in the progress time.

For examples:

- John is sleeping right now.
- John and mary are talking on the phone.
- She is writing another book this year.

## 3) Present Perfect Tense

The perfect tenses all give the idea that one thing happens before another time or event.<sup>26</sup> It means that present perfect tense is a sentence that shows the activities has done before another time.

For examples:

- They have moved into a new apartment.
- I have met many people since I came here in june.
- Panji has eaten at the restaurant many times

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<sup>25</sup> Ibid, p.11

<sup>26</sup> Ibid, p.29

#### 4) Present Perfect Continuous Tense

Present Perfect Continuous Tense express the duration (the length of time) an activity is in progress, how long something has continued to the present time. It uses or to tell the length of the time.”<sup>27</sup> It means that present perfect continuous tense is an English tense that show an activity is in progress.

For examples:

- You have been sitting here since seven o'clock
- We have been not studying English for six years.
- I have been living here for two years

#### **b. Past Tense**

##### 1) Simple Past Tense

The Simple Past Tense is used to talk about activities or situation that began and ended in the past (Yesterday, last night, last month, two days ago, ). Most Simple Past Tense Verb have irregular past form.<sup>28</sup> In other words simple past tense is the tense that uses to express the past activities or situation.

For examples:

- I watched television last night
- He lived in paris for ten years, but now he is living in home.

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<sup>27</sup> Ibid, p.36

<sup>28</sup> Ibid, p.24



- Willian took a taxi to the airport.

## 2) Past Continuous Tense

The Past Continuous Tense to say that somebody was in the middle of doing at a certain time. The action or situation had already started before this time but had not finished.<sup>29</sup> It means that past continuous tense is a kind of tense that show the activities has already started but had not finished.

- He was sleeping, when I arrived.
- At eight o'clock last night, I was studying.
- We were sleeping when he phone rang.

## 3) Past Perfect Tense

The past perfect tense is had + past participle (gone/seen/finished etc.), sometimes we talk about something that happened in the past.<sup>30</sup> It can be concluded that past perfect tense is a sentence that use to express the situation that happened in the past.

For examples:

- I had eaten before 1.00 Pm
- Sarah had arrived at the party.
- They had eaten before Jhon came.

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<sup>29</sup> Raymond Murphy, *English Grammar in Use a Self Study Reference and Practice Book for Intermediate Students*, ( New York: Cambridge University Press, 2001) , p.12

<sup>30</sup> Ibid, p.39

#### 4) Past Perfect Continuous Tense

The Past Continuous Tense emphasizes the duration of an activity that was in progress before another activity at time in the past.<sup>31</sup> It means that past continuous tense is a sentence that used to express an activity in progress before another activity happened at time in the past.

For examples:

- The police had been looking for the criminal for two years before they caught him.
- George had been smoking for 30 years when he finally gave it up.
- I was very tired when I arrived home I have been working hard all day.

#### c. Future Tense

##### 1) Simple Future tense

To make Simple Future Tense use will to express an activity that will be done in the future. We can also use “going” to express future activities.<sup>32</sup> The researcher can conclude simple future tense is a sentence that use to show the situation will be done in the future.

For examples

- He will finish his work tomorrow.

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<sup>31</sup> Ibid, p.39

<sup>32</sup> Betty, *Op. Cit*, p.44

- The examination will not start next week.
- He is going to finish his work tomorrow.

## 2) Future Continuous Tense

The future continuous tense expresses an activity that will be in progress at a time in the future.<sup>33</sup> It means that future continuous tense is a sentence that shows a situation that will be in progress in the future.

For examples:

- I will be studying when you come.
- If you come to my house at 8:30, I will be watching the football on TV.
- At 10 o'clock tomorrow he will be working.

## 3) Future Perfect Tense

To make a Future Perfect sentence use “have/has done” (future perfect) to say that something will have already “happened” before a certain time in the future.<sup>34</sup> It can be concluded that future perfect tense is a sentence that is used to express the situation that has happened before a certain time in the future.

For examples:

- I will have finished my homework.

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<sup>33</sup> Ibid, p.51

<sup>34</sup> Ibid, p.53

- The end of this week she will have finished reading the novel.
- Ted and Amy will have gone when you arrived.

#### 4) Future Perfect Continuous Tense

To make future continuous sentence use “will have been” (future perfect continuous ) to say the duration of an activity that will be in progress before another time or event in the future.<sup>35</sup> It means that future continuous tense is a sentence that use to axpress the activity that will be happened in the progress before another activities the future. For examples:

- I will have been sleeping for two hours.
- They will have been working for four years ago.
- They will been reading the novel for five years ago.

From teories of tenses above, The tenses can be concluded by researher is one of part of grammar which the tenses are components in grammar be able to be known by students in learning grammar.

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<sup>35</sup> Ibid, p.53

## D. Concept of Simple Present Tense

The simple present is used to talk things in general. We use it to say something happens all the time or repeatedly, or that something is true in general.<sup>36</sup> It means that simple present tense is a kind of tense that can be used to express the activities that happen all the time, or that something is true in general.

The following forms of simple present tense are:

### 1. Verbal

Verb (in English) a word which, (a) occurs as part of the predicate of a *verb group*".<sup>37</sup>

It means that verbal sentence is a kind of sentence that need a verb.

a. Positive Form:

Formula : S + Verb + (s/es) + O

Examples : My father reads newspaper every morning.

I get up 5 O'clock every day.

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<sup>36</sup> Raymond Murphy, *English Grammar in Use a Self Study Reference and Practice Book for Intermediate Students*, Op. Cit, p.4.

<sup>37</sup> Jack C Richards, *Dictionary of Language Teaching and Applied Linguistics*, ( New York: Person Education Publishing, 2002), p.577

b. Negative Form:

Formula : **S + Do/ Does + Not + Verb + O**

Examples : My father doesn't read newspaper every morning.

I don't get up 5 O'clock every day.

c. Interrogative Form:

Formula : **Do/Does + S + Verb I + O?**

Examples : Does my father read newspaper every morning?

Do I get up 5 O'clock every day? <sup>38</sup>

d. Negative Interrogative Form

Formula : **Do/Does + Not + S + Verb I + O?**

Example : Does not my father read newspaper every morning?

Do not I get up 5 O'clock every day?

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<sup>38</sup> Mj. Lado, *Memahami Tenses Bahasa Inggris*, ( Titik Terang, Jakarta, cet- , 2008) , p. 8

## 2. Nominal

When the predicate (in a sentence ) is a noun, pronoun. Noun phrase, adjective or adverb, the sentence will be called “ nominal sentence”.<sup>39</sup> It means that nominal sentence is a sentence that does not need a verb in it, but nominal sentence needs a noun, pronoun, noun phrase, adjective, or adverb.

### a. Positive form

Formula : **S + To Be + Noun + Adjective/Adverb**

Example : The world is round.

Tom and I are MTS students.

### b. Negative form

Formula : **S + To Be + Not + Noun Adjective /Adverb**

Example : My bed is not comfortable.

The shops are not open every day.

### c. Interrogative Sentence

Formula : **Subject + To Be + Not + Noun Adjective /Adverb**

Examples : Is your parent at home?.

Are these hotels expensive?

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<sup>39</sup> Ibid, p. 8

#### d. Negative Interrogative Form

Formula : **To Be + Not / Adjective/Adverb?**

Examples : Aren't you a doctor? Yes, I am/ No , I Am not  
Isn't she a nurse? Yes she is/No, she isn't.<sup>40</sup>

#### e. Time Signals

Time signals are words and phrases that tell us when an event takes place. Time signals for the simple present tense identify more than just one event. Remember that the simple present tense is used for repeated events.<sup>41</sup>

##### 1) Adverb of time (every day, every week, every month, every year, every/each)

In the morning, Once/twice a day, Here/there.

##### 2) Adverb of frequency (always, never, seldom, often, now, sometimes)

Based on the statement above, the researcher can conclude the students' present tense mastery and their ability in understanding and using simple present tense in the form of positive sentence, negative sentence, interrogative sentence , and negative interrogative sentence using its particular time signals.

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<sup>40</sup> Mj. Lado, *Op.Cit*, p.16-19

<sup>41</sup> [http://www.sonnerct.com/English\\_Rules/LR01\\_Present\\_Tense\\_htm](http://www.sonnerct.com/English_Rules/LR01_Present_Tense_htm), (Accessed on April 23<sup>th</sup>, 2016 At 10.00)





The term “passive” is used here without the additional term “voice.” The term used for explicit identification of the agent in a passive structure is “the *by*-phrase” because the preposition *by* is its first element.<sup>45</sup> The object of the active sentence has become the subject of passive one. The subject of active sentence is expressed in the passive sentence only in professional phrase. In fact, it can be omitted from the passive sentence altogether. The verb in a passive sentence is always a verb phrase that includes a form of the verb *be* and participle of the main verb. There are two "voices" in English grammar: active voice and passive voice. The difference is subtle at first, but easy to master once the grammarian understands the basics. Examine the *subject* and the main verb of the two sentences below:

a. All the passive verbs are formed with BE + Present Participle

1) BE can be in any of its forms:

*am, is, are, was, were, has been, have been, will be, etc.*

2) Only transitive verbs can be used in the passive. A transitive is a verb that is followed by an object, as in

S     V     O

Bob   mail   the letter

Mr. Lee sign   the check

A cat   kills   the bird

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<sup>45</sup> Betty Schrampter Azar, *Fundamentals of English Grammar*, ( Longman, Hall, USA, 1992), p.131


- 3) The “*by-phrase*” is used in passive sentences when it is important to know who performs an action, as in

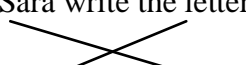
*This bread is made by my grandmother.*

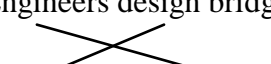
- 4) The passive is used when it is not known or not important to know exactly who performs an action, as in

*That sweater was made in Korea (by someone).*<sup>46</sup>

- 5) The object of an active sentence becomes the subject of a passive sentence, as in  
The subject of an active sentence is the object of *by* in the “*by phrase*” in a passive sentence, as in

( ACTIVE ) Farmers grow rice..  
  
 ( PASSIVE ) Rice is grown by Farmers.

( ACTIVE ) : Sara write the letter.  
  
 ( PASSIVE ): Letter is written by Sara.

( ACTIVE ) : Engineers design bridges.  
  
 ( PASSIVE ) : Bridges are designed by Engineers.<sup>47</sup>

In the sentence above the farmers are the subject who perform the action which is grown, written and designed. It will be different if the active sentence above changed

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<sup>46</sup> Ibid, p.195

<sup>47</sup> Ibid, p.193

into the passive voice. The Farmers, Sara, and Engineers as subject of active sentence will become a object who receives the action or in other words.

It can be said that the action it expresses which is grown, writeen and design are performed upon its subject which are the Farmers, Sara and Engineers. Every sentence, at least, contains of the subject and a verb. based on the explanation above, a sentence which has no a object, or usually called intransitive, will not be able to be turned into passive sentence, it subject is derived from the object of active sentence.

Azar said, A transitive verb “connects or bridges” the subject and object; it “carries the meaning across” from the subject to the object.<sup>48</sup> Researcher writes some examples of tenses to be made passive sentences:

**Table 2**  
**The verb that can be followed by Object**

No	Tenses	Active	Passive	Note
1	Simple Present Tense	Mary helps the John	John is helped by Mary	
2	Simple Past Tense	Mary helped the John	John was helped by Mary	
3	Simple Future Tense	Mary will help John	Jhon will be helped by Mary	

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<sup>48</sup> Ibid, p.133

From the examples above, researcher concludes every tenses has different form, the forms are simple present tense, the form of simple present tense are *be (am, is, are, )* simple past tense, the form of simple past tense are *be (was, were)*, simple future tense, the form of simple future tense are (*will, going to*).

#### **F. Concept of Passive Voice of Simple Present Tense**

Passive voice of simple present tense is very important in teaching and learning English because passive voice of simple present tense is also a system of grammar. By mastering the passive voice of simple present tense, students know rules in grammar “especialy”, in passive voice of simple present. Because in making passive voice of simple present tense students must change verb form from verb one to be verb three and also the students must know subject form to be object form and object form to be subject form. According to Betty the passive, the object of an active verb becomes the subject of the passive verb; the boy in (a) becomes the subject of the passive voice verb in (b). Notice that the subject of an active verb follows by in a passive sentence. The noun that follows by is called (a) and (b) have the same meaning.<sup>49</sup> Martin says verbs which take an object (transitive verbs) can have passive voice<sup>50</sup>. It means that the sentence that can be changed become a passive voice form is the sentence with transitive verb.

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<sup>49</sup> Betty, *Op. Cit*, p.208

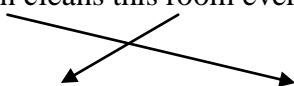
<sup>50</sup> Martin Hewings, *Advanced Grammar in Use: A Self-study Reference and Practice Book for Advanced Learners of English*, ( Cambridge University Pr with Answer, Jakarta, Erlangga, 2001), p.58

From statement above, researcher can conclude passive voice of simple present tense is one of parts in concept to teach students “especially”, in teaching passive voice of simple present. According to murphy these are the passive forms of present tense.

Present simple am/is/are +done/cleaned etc.

Active : John cleans this room everyday

Passive : This room is cleaned by John everyday<sup>51</sup>



Base on the theories above, the researcher assumes that passive voice of simple present tense is one of concept of English grammar, which passive voice of simple present tense is used by the students in making active sentence form and passive sentence form for example, like murphy discribe in his theory above, John cleans this room every day and then the sentence can be changed into passive voice to be this room is cleaned by John.

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<sup>51</sup> Raymond Murphy, *English Grammar In Use*, (New York: Cambridge University Press,1985) , p.86

## **G. Concept of Media**

### **1. Definition of Media**

A medium is a channel of communication' a means through which people send and receive information. The printed word, for example is a medium; when we read a newspaper or magazine, something is communicated to us in some way. Similarly, electronic forms of communication television, telephones, film and such like - are media (the plural of medium). Mass, as you probably realise, means 'many' and what we are interested in here is how and why different forms of media are used to transmit to – and be received by large numbers of people (the audience).<sup>52</sup> Based on the definitions above, it can be concluded that one element necessary for successful teaching and learning in class is engage; an example of engage is a media.

### **2. Purposes of Media**

The media is thrown around a lot but is very important to the world, as it exists to tie the human race together and keep people across the globe up to date.<sup>53</sup> Purpose of media in teaching- learning process is needed to attract students' attention and to make teaching- learning activities more interesting and also effective. Media give students something new, but not all of teachers know how to implement it correctly,

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<sup>52</sup>Brian, O'Sullivan and Tim And Rayne, *Studying The Media*, ( London: Phillip, 1998) , p.4

<sup>53</sup> <http://www.ask.com/technology/purpose-media>, ( Accessed on January 19<sup>th</sup>, 2016 At 09.00 Am)

so sometimes media disturb learning process instead of helping students in learning process

### 3. Types of Media

The success of failure of teaching learning process is depending on several factors, one of them is media used by teacher. Based on the classification of the variations of media if viewed from development of technology by seels and glasglow in arsyad is divided into two wide catagories , they are traditional media and technology media.<sup>54</sup>

#### 1) Traditional media

- a) Projected visual: opaque projections, overhead projection, slide and film strips, tecnology for diverse learners
- b) Nonprojected visual picture, poster, image, chart, graphic, diagram , information board .and exhibition.
- c) Audio record changer ,reel cartridge, cassette ribbon.
- d) Multimedia slide and sound (tape ) and multi image .
- e) Dynamic visual ;film, telivision and video.
- f) Print ; textbook, module, magazine ,etc
- g) Games ,puzzle, simulation, board game.
- h) Realia model, speciment manipulative (map, doll)

#### 2) Technology media

- a) Telecommunication media ;teleconference.

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<sup>54</sup> Azhar Arsyad, *Media pembelajaran Edisi Revisi*, ( Jakarta: Raja Grafindo Persada, 2013) , p.36



b) Microprocessor media, computer game intelligence tutor system

Besides, according to smaldino, traditional media are divided to some parts, namely:

- 1) Instructional material and displays
- 2) Visual
- 3) Audio
- 4) Video.<sup>55</sup>

## H. Concept of Flashcard

Flashcard is one of visual media that can be made in the form of photograph, drawing, or pictures, cutting from magazines and newspaper.<sup>56</sup> According to Richards Flashcard is (in language teaching) a card with words, sentences, or pictures on it, used as an aid or CUE in a language lesson.<sup>57</sup> Maxom adds flashcards are good fun for adults and children alike.<sup>58</sup> From statements above, the researcher can conclude Flashcard media is one of component in teaching passive voice, the flashcard can help students in making passive voice sentence. The examples of using flashcard in teaching passive voice is one student from each team stands back to back in the middle of the classroom. Each student should hold one flashcard in front of them with the picture side facing away from them. Both students then take three steps away

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<sup>55</sup> Sharon E. Smaldino, *Instructional Technology And Media For Learning*, (Ohio Prentice: Hall, 1997), p.254

<sup>56</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Grafindo Persada, 2005), p.3

<sup>57</sup> Jack C Richards, *Dictionary of Language Teaching and Applied Linguistics*, (Longman New York, Person Education Publisher. 2002), p.204

<sup>58</sup> Maxom Michelle, *Teaching English as a Foreign Language*, (England: John Wiley & Sons, Ltd, 2009), p.69

from each other before quickly turning around. This is similar to the pistols at dawn scenario. The two students then have to shout out what's on the other student's flashcard. The first student to shout out the word wins a point for their team. Alternatively, you can ask the students to draw pictures instead of using flashcards.

In teaching passive voice by using flashcard media there are some requirements must be applied. The requirements as follows:

1. The sentence structure of passive voice should be in a controlled range so that the challenge they offer can be met by the learner.
2. The focus should be on the language. The learner should be able to make good use of language.
3. The media should offer much opportunity for the learner to practice passive voice.

Based on the statements above, the researcher can conclude in teaching and learning passive voice needs part of requirement to help students in understanding passive voice and the students can be focus in passive voice sentence forms.

## **I. Advantages and Disadvantages of Flashcard**

### **1. Advantages Flashcard Media**

There are some the advantages of using flashcard as media in teaching passive voice.

- a. Flashcard media can be used as a stimulant for students' interest and as an introduction or warm-up to reactive students' language.

- b. This media can be used as cues for substitution in dialogues and to tell something easily.<sup>59</sup>
- c. Flashcards are particularly useful for drilling grammar items.<sup>60</sup>
- d. The learning and teaching process will be more enjoyable. Students will have a chance to use (speak) English in the classroom.<sup>61</sup>

## **2. Disadvantages Flashcard Media**

There are some the disadvantages of using flashcard media. They are as follows:

- a. The teacher will be busy in managing the class.
- c. It also needs the time intensively.
- e. Flashcard can not be useful for showing a series of picture telling a story.<sup>62</sup>

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<sup>59</sup> <http://www.homeschooling flashcard.com> ( Accessed on May 19<sup>th</sup>, 2015At 10.30 Am)

<sup>60</sup> Jeremy harmer, *The Practice of English Language Teaching*, ( London : Person Educated Limited, 2001) , p.134.

<sup>61</sup> Adrian Doff, *Teaching English A Training Course for Teacher*, ( Cambridge, University Press in Association with the British Council, 1998) , p.89

<sup>62</sup> Ibid, p. 90

## **J. Procedure of Teaching and Learning Passive Voice by Using Flashcard Media**

According Harmer Flashcards are particularly useful for drilling grammar item for cueing different sentence.<sup>63</sup> Azar said Flashcard is one of visual media that can be made in the form of photograph, drawing, or pictures, cutting from magazines and newspaper.<sup>64</sup> Flash cards are always an easy way to get some of those vocabulary words stuck inside your head, where they need to be when the big test rolls around.

Based on the statements above shown that the using flashcards in English teaching and learning process are more effective and practical way of memorizing to understand passive voice. In using flashcard media that is very important to help students in making and understanding passive voice of simple present by using this media in teaching passive voice of simple present tense the students will easy to understand the material. There are some procedures in teaching passive voice of simple present tense by using flash card media, as follows:

1) Drills : Print off the routine verb from the flashcard section. Show your class the flashcards,” A cup of coffee is drunk by Any every morning ”. Ask the class, “what does Any drink every morning in this flashcard?” .The class respond, “a cup of coffee”. Now ask something like with show another flashcards,” Is coffee drunk by

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<sup>63</sup> Jeremy Harmer, *Op. Cit*, p.134.

<sup>64</sup> Azhar Arsyad, *Media Pembelajaran*, ( Jakarta: Grafindo Persada, 2005) , p.3

Any every night?”. The students respond, “No, coffee is drunk by Any every morning.

2) Matching Activities: Students need to match the written flashcards with the pictures in a face down memory media. Half the class has the pictures, the other half has the words. Students questions to find their “other half”. For example: “What is happening on the flashcard?” Matching races, students in groups race to put the words with the images from two separate piles of cards at opposite end of the class.

3) Guess the Card: Use the flashcard. Don’t show the whole picture. Students try to guess what the people are doing the card and after they guess the card, show them the whole picture.

4) The Mime Trick media: Give flashcard to students and ask them to mime the action. The rest of the class try to guess” what she /he is doing?”

5) Describing the action: Present the learners with a set of flash cards with different actions. Ask them to tell you what they see on the card, after getting their opinions. Make a sentence using the passive voice of simple present and explain that the action is happening at that exact moment. Call their attention to the structure of the active and passive verb phrase, then use the cards again and give them the chance to describe the actions on them, using the correct verb tense.

6) Act it out: Ask a student to come to the front of the class and show a flash card.

The student then acts out that word, and the first student who guesses the word can be the next player. This activity works well with action verbs, but it can also use to teach concrete nouns words.

7) Flash card Sentences: Divide the class into groups of three or four. Give each group the same pictures, or put it on overhead. Instruct the groups to describe the flashcard in as many sentences as possible the time allowed using passive voice. The sentences must be grammatically correct and accurately depict what is happening in the picture. Each group read sentences or write them on the board. The group with the most correct sentences wins.<sup>65</sup>

Based on the statements above, the researcher take the seventh procedure that is flashcard sentences as steps in doing research at SMP 18 Bandar Lampung. Which the steps of the research is done by the researcher that made dividing in the class into groups of four. The teacher gave each group same picture, after the teacher gave the picture to each group, the picture is put on students's overhead. The teacher instruct each group to describe the flashcard in as many sentences as possible the time allowed using passive voice. After that, the sentences must be answered by the students must be grammatically correct and accurately depict what is happening in the picture. And then each group read or write the sentences on the board each group, the group correct sentences wins.

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<sup>65</sup> Suzanne W. Woodward, *Fun With Grammar*, ( New York: Prentice Hall Regents, 1997) , p.12

From the steps of procedure of flashcard above, the researcher can concluded that flashcard sentences is part of steps to teach English grammar especially passive voice, the procedure of teaching passive voice of simple present tense by using flashcard include Drills, Mathching Activities, Guess the Card, The Mine Trick Media, Describing the Action, Act it Out, Flashcard Sentences. And the reasercher take flashcard sentences as steps of teaching passive voice of simple present tense by using flashcard.

## **K. Problems in Teaching and Learning Passive Voice of Simple Present by Using Flashcard Media**

### **1. Definition of Problem**

Problem is the deviation between that should be and what actually happened, between theory and practice, between the rules and implementation, the plan and implementation.<sup>66</sup> According to Bull, problem is thing that is difficult to deal with or understand.<sup>67</sup> In traditional grammar, a type of sentence or clause in which the subject receives the action of the verb. Example: "A good time *was* had by all." Contrast with active voice. The most common form of the passive in English is the short passive or agent less passive: a construction in which the agent (that is, the performer of an action) is not identified. Example: "Mistakes were made." (In *a* long

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<sup>66</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p.52

<sup>67</sup> Victoria Bull, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: University Press Revised and Updated, 1974), p.665

passive, the object of the verb in an active sentence becomes the subject. It means the problem is a activity to know some problems in learning passive voice of simple present tense by using flashcard and also to achieve students' maximum results. From the meaning above the researcher can conclude that definition problem is goal Response interference to achieve students' knowing.

## **2. Teacher's Problems in Teaching Passive Voice of Simple Present by Using Flashcard**

In teaching passive voice there are some problems faced by the teacher, as follows:

- a. Teachers know from experience, teaching the meanings, uses, and functions of the passive voice represents one of the thorniest problems in grammar instruction, and speakers of many appear to have difficulty with passive constructions.
- b. The presentation of the passive verb form in simple tenses (present or past) is usually followed by the demonstration of passive verb forms in various tenses, *The book has been read (by John).*
- c. The passive form of the verb is ungrammatical because suffer is an intransitive verb (it does not take a direct object), from which the passive cannot be derived. However, the questionable sentence in<sup>68</sup>

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<sup>68</sup> [http://www.elihinkel.org/Downloads/Why English Passive Difficult Teach, Pdf](http://www.elihinkel.org/Downloads/Why%20English%20Passive%20Difficult%20Teach.pdf), (Accessed on May 17<sup>th</sup>, 2015At 11.00 Am)



From the explanation it can be concluded that there are some problems faced by the teacher in teaching passive voice, they are problem in grammar intruction, and presentation of passive verb.

### **3. Student's Problems in Learning Passive Voice of Simple Present by Using Flashcard**

In learning passive voice there are some problems faced by the learner, as follows:

- a. The students did not understand the basic rule of English passive voice that is “be + past participle.
- b. The learners cannot use the English passive correctly.
- c. The students were confused in forming the passive sentence from the active sentence.<sup>69</sup>
- d. Learners are often expected to produce written texts that utilize passive forms.
- e. Teaching of grammar almost always includes passive but learning have not been able to identify the features of the English passive that make it difficult for learners to use appropriately.<sup>70</sup>

Based on the theory above the writer conclude the students always faced the problem in learning passive voice. They got difficulties in understanding of passive voice formula, and then the students often do not use passive voice verb phrase correctly,

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<sup>69</sup> <https://dspace.aab-edu.net>, *Difficulties in Learning and Producing Passive Voice*, p.1 (Accessed on May 17<sup>th</sup>, 2015At 11.00 Am)

<sup>70</sup> Ibid

they also often expected to produce written texts that utilize passive voice form, the students unable to identify the features of the English passive.

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

In this research, the researcher used qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.<sup>1</sup> Qualitative research is a situated activity that locates the observer in the world.<sup>2</sup> Meanwhile, according to Sugiyono, Qualitative research is naturalistic research method because the research does on natural setting.<sup>3</sup> From the statements above the researcher can concluded the qualitative research was a research methodology that can be used by the researcher in this research.

By the qualitative research, the researcher focused on the teaching and learning passive voice of simple present tense by using flashcard at The First Semester of The Eighth Grade Students of SMP N 18 Bandar Lampung in 2016/2017 Academic Year. Descriptive research described which involves in the description, such as; recording, analysis, and interpretation of condition that

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<sup>1</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Penelitian Bahasa Asing*, ( Yogyakarta: Graha Ilmu, 2006) , p.219

<sup>2</sup> Ritchie Jane and Lewis Jane, *Qualitative Research Practice*, ( London, Thousand Oaks , New Delhi, 2003) , p.2

<sup>3</sup> Sugiyono, *Metode Penelitian Quantitative, Qualitative and R&D*, ( Bandung: Alfabeta , 2015 ) , p. 14

exist. The writer observed the teaching learning process out by the English teacher.

This research conducted to describe the process of teaching and learning passive voice of simple present tense by using flashcard in the classroom, and the problems faced by the teacher in teaching passive voice of simple present tense by using flashcard, and the problems faced by the students in passive voice of simple present tense by using flashcard. By this way, the researcher hoped that this research would reveal this matter clearly for the sake of English learning improvement in the classroom.

## **B. Research Subject**

Setiyadi states all individual which can be the target in research are called ressearch subject.<sup>4</sup> In this research the researcher took the teacher and whole students in the one class at the first semester of the eighth grade of SMP 18 Bandar Lampung in 2016/2017 academic year. In this research, the subject consists of 360 students.

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<sup>4</sup> A . Bambang Setiyadi ,*Op. Cit.* p.36

**Table 3**  
**The Number of the Eighth Grade Students at SMP 18 Bandar Lampung in the First Semester of the 2016/2017 Academic Year**

CLASSES	GENDER		TOTAL
	MALE	FEMALE	
<b>VIII A</b>	<b>21</b>	<b>18</b>	<b>39</b>
<b>VIII B</b>	<b>17</b>	<b>25</b>	<b>42</b>
<b>VIII C</b>	<b>24</b>	<b>15</b>	<b>39</b>
<b>VIII D</b>	<b>16</b>	<b>20</b>	<b>36</b>
<b>VIII E</b>	<b>14</b>	<b>26</b>	<b>40</b>
<b>VIII F</b>	<b>19</b>	<b>20</b>	<b>39</b>
<b>VIII G</b>	<b>13</b>	<b>28</b>	<b>41</b>
<b>VIII H</b>	<b>14</b>	<b>25</b>	<b>39</b>
<b>VIII I</b>	<b>18</b>	<b>27</b>	<b>45</b>
<b>Total</b>			<b>360</b>

*Scores: SMP 18 Bandar Lampung 2016 -2017 Academic Year*

**Table 4**  
**Number of English Teachers at the First Semester of the Eighth Grade of SMPN 18 Bandar Lampung in Academic Year of 2016/2017 Academic Year**

<b>No.</b>	<b>Name</b>	<b>Gender</b>	<b>Class</b>
1.	Elvira Susi Yunita, S.Pd	Female	G.H.F
4	Ruslaini S.Pd	Female	A, B,C,D,E,I

*Source: The English Teacher of SMPN 18 Bandar Lampung*

In terms of perception of qualitative research, non-probability sampling tends to be typical. One of the non-probability samplings is purposive sampling, sometimes; it can be called judgmental sampling. "Qualitative research uses non-probability samples for selecting the population for study".<sup>5</sup> In conducting, Then to select the sample as the source of the data the writer used purposive sampling technique.

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<sup>5</sup> Ritchie Jane and Lewis Jane, *Op,Cit*, p.78

According to Marguerite et.al., purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposeful sampling that a researcher may decide to use depends on the purpose of the study.<sup>6</sup> They were two English teacher and nine classes at the eight grade. For the students the researcher chosen the VIII F as the sample of the research since this class had big problem with their grammar especially in passive voice of simple present tense and also this class got the lowest score in passive voice sentence. For the teacher the writer chosen the teacher who teach in the class VIII F as the sample of the research.<sup>7</sup>

### **C. Data Collecting Technique**

In this research, there were some steps conducted with intention of gaining the data from beginning until the end of teaching learning process. Therefore, in this research, the researcher conducted the observation, interview, questionnaire to get the data of this research. The steps were as follows:

#### **1. Observation**

Observation is collecting data process which in this research the researcher observe the situation of teaching learning process in the class.<sup>8</sup> Observation was properly used

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<sup>6</sup> Marguerite G. Ludico, et.al, *Methods in Educational Research: From Theory to Practice*, (San Francisco: Jassay-Bass, 2006), p.140.

<sup>7</sup> By Preliminary Research in SMP N 18 Bandar Lampung

<sup>8</sup> Sugiono, *Op.Cit*, p.136

in the research which relate with teaching learning process, students activity, and problem which may arise.

In this research, the researcher observed to get the data. The researcher was not involved directly in the classroom activity. The researcher only made a note during the teaching learning process. In this case the researcher only note, analyzed and made inferences about the object under study. Nevertheless, before the teaching learning begins, the researcher and the teacher prepared a lesson plan and discuss the material.

## **2. Interview**

Interview is a conversation between two people (the interviewer and interviewee) where questions will be asked by the interviewer to obtain information from the interview.<sup>9</sup> According to Marguerite Lodico there are five types of interview, they are:<sup>10</sup> one-to-one, Group Interviews, structured interview, Semi-Structured Interviews, Unstructured interviews.

The researcher used one to one type interview, this technique conducted to get the data from the teacher about the teaching learning process of passive voice of simple present by using flashcard. In addition, this interview was aim to make sure about the result of the observation and to get more data related to this research.

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<sup>9</sup> Sugiono, *Op.Cit*, p.137

<sup>10</sup> Marguerite G. Lodico, et.al, *Op.Cit*, p.139

### 3. Questionnaire

Questionnaire is printed form for data including questions or statements to which the subject are expected to respond<sup>11</sup> The researcher gave questionnaire to the students in order to know the further opinions and to know the aspect that may influence the students learning process and to confirm the answers would be given by their teacher. From collecting data through questionnaire, the researcher found out the students responded toward the teaching and learning process.

The researcher distributed the questionnaire after the process of teaching passive voice by using flashcard. The aim was to find out problems faced by the students in learning passive voice by using flashcard. Furthermore, in this research, the researcher used close-ended questions and give the questionnaire to the students.

A close-ended question is a question format that limits respondents with a list of answer choices from which they must choose to answer the question.<sup>12</sup> This research will be conducted to describe the process of teaching learning passive voice by using flashcard in the classroom, and the problem faced by the teacher in teaching passive voice by using flashcard, and the problems faced by the students in learning passive voice by using flashcard. By this way, the researcher hoped that this research would reveal this matter clearly for the sake of English learning improvement in the classroom.

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<sup>11</sup> Sugiyono, *Op. Cit*, p. 142

<sup>12</sup> Marguerite Lodico, *Op.Cit*, p.143



## D. Research Instruments

In collecting the data, the researcher used triangulation technique; it consists of observation, interview, and questionnaire. The description of those instruments were as follows:

### 1. Observation

Observation is the process of gathering open-ended, first hand information by observing people and places at a research sites. In this researcher used observation manual that the researcher prepared it before. Observation manual observed the process of teaching passive voice of present tense by using flashcard. The aspects of teaching learning process were described as follows:

**Table 5**  
**Observation Guideline**

NO	Components of Observation	Description
1.	Procedure of teaching passive voice of simple present tense by using flashcard	<p>a. Drills :</p> <p>Drills of this type can be used with all the flashcard on this site.</p> <p>b. Matching Activities:</p> <p>Students need to match the written flashcards with the pictures in a face down memory media.</p> <p>c. Guess the Card:</p> <p>Use theflashcard. Don't show the whole picture.</p> <p>d. The Mime Trick media:</p> <p>Give flashcard to students and ask them to mime the action.</p>

		<p>f. Describing the action: Present the learners with a set of flash cards with different actions.</p> <p>g. Act it out: Ask a student to come to the front of the class and show a flash card.</p> <p>h. Flash card Sentences: Divide the class into groups of three or four. Give each group the same pictures, or put it on overhead.</p>
2.	Teachers' problem in teaching passive voice of simple present tense:	<p>a. Teachers know from experience, teaching the meanings, uses, and functions of the passive voice represents one of the thorniest problems in grammar instruction, and speakers of many appear to have difficulty with passive constructions.</p> <p>b. The presentation of the passive verb form in simple tenses (present or past) is usually followed by the demonstration of passive verb forms in various tenses, <i>the book has been read by john</i></p> <p>c. The passive form of the verb is ungrammatical because suffer is an intransitive verb (i.e. it does not take a direct object), from which the passive cannot be derived. However, the questionable sentence.</p>
3.	Students' problem in learning passive voice of simple present	<p>a. The learners have difficulty to understanding of passive voice</p>

	tense:	formula.  b. The learners often do not use passive voice verb phrase correctly.  c. Learners are often expected to produce written texts that utilize passive form.  d. Teaching of grammar almost always includes passive but learning have not been able to identify the features of the English passive that make it difficult for learners to use appropriatelpy.
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## 1. Interview

Interview is one of the techniques in collecting the data by asking some questions to the students relate to the research problem directly.<sup>13</sup> The research used one to one type interview, this technique conducted to get the data from the teacher about the teaching learning process of passive voice of simple present tense by using flashcard. In addition, this interview was aimed to make sure about the result of the observation and to get more data related to this research. The topics of interview can be described as follows.

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<sup>13</sup>Andi Prastowo, *Menguasai Teknik-Teknik Koleksi Data Penelitian Kualitatif*, ( Yogyakarta: Diva Press, 2010 ) , p. 145

### 1) The interview specification for the Teacher

**Table 6**  
**Interview Guideline**

No	Component of interview	No. item
1.	To ask English teacher, how the teaching and learning process of passive voice of simple present tense?	1,2
2.	To ask English teacher, how the teaching and learning process of passive voice of simple present tense by using flash card?	3,4
3.	To ask English teacher, the problems in teaching passive voice of simple present tense?	5,6
4.	To ask English teacher, students' problems in learning passive voice of simple present tense by using flashcard?	7,8
5.	To ask English teacher, whether the flashcard can help the teaching and learning passive voice of simple present tense run effectively?	9,10
6.	To ask English teacher, whether by using flasdcard can improve the students ability in passive voice of simple present tense?	11

### 2) The interview specification for the Students

**Table 7**  
**Interview Guideline**

Aspect(s)	Indicator	No. Item	Total Item
Implementation of flashcard in learning Passive Voice of Simple Present Tense	Students' response in learning Passive Voice of Simple Present Tense by using flashcard	1, 2	2
	Students' interest to study passive voice of simple present tense	3,4,5	3

Aspect(s)	Indicator	No. Item	Total Item
Students' problems	Students' problems in learning Passive Voice of Simple Present Tense by using flashcard	6,7,8,9,10	5

## 2. Questionnaire.

The researcher gave questionnaire to the students, in order to know the further opinions and to know the aspect that may influent the students learning process and to confirm the answers are given by their teacher. The researcher used the questionnaire to get the detail information of students' problem in learning passive voice of simple present tense by using flashcard. The guide lining of the questionnaire can be described as follows:

**Table 8**  
**Questionnaire Guidelining**

No	Component of Questionnaire	No. item
1	To know how the students' motivation and interest learning passive voice of simple present tense?	1, 2,3,4,5,6,7
2	To know whether flashcard can help the students in learning passive voice of simple present tense?	8,9,
3	To know the students problems in learning passive voice of simple present tense by using flashcard?	10,11,12,13,14
4	To know the students' improvement in learning passive voice of simple present tense by using flashcard?	15,16,17,18,19,20

## **E. Research Procedure**

The procedures of research used as follows:

a. Determining the subject and discussing the materials of the lesson with the teacher.

b. Doing classroom observation

According to Bambang Setiyadi, observation is a method of explain the situation which is being investigated, the activities that are happening, the person involved in an activity and the correlation among situation, between individual activity.

In this research, the writer conducted the observation while the teacher prepare his/her tasks and took note about all event and problems that may occur during the teaching learning process.<sup>14</sup>

c. Doing interview

In this research, the writer conducted an interview. In this research the writer employed open-ended interview to the English teachers in this school, it was according to Bambang Setiadi states interview employs in qualitative research in include in data collecting technique using open-ended question.<sup>15</sup> The interview was aimed to make sure about the result of the observation and to get more data related to the research. During this process, the writer took notes about certain information which can be used to support this research.

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<sup>14</sup>Ag. Bambang Setiyadi, *Op, Cit*, p.45

<sup>15</sup> Ibid, p.243

d. Giving questionnaire to the students

In this research, the researcher gave questionnaire to the students after the teaching and learning process.

e. Analyzing the data

After conducting observation, giving questionnaire and interview, the researcher analyzed the raw data gather.

f. Making the report findings

After analyzing the raw data gathered, the researcher made a report of research's findings.

## **F. Trustworthiness of the Data**

In the qualitative research, the researcher has to reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation was employed. According to Guba and Lincoln triangulation involves checking information that would be collected from different sources or methods for consistency of evidence across sources of data.<sup>16</sup> Bambang Setiyadi said, triangulation is the combination of two method or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.<sup>17</sup>

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<sup>16</sup> Donna M. Mertens, *Research and Evaluation Method in Special Education*, ( United States of America :Corwin Press, 2004) , p. 106

<sup>17</sup> Ag. Bambang Setiyadi ,*Op,Cit*, p.246

According to Sugiyono, triangulation is qualitative cross-validation. In this research, the researcher used three triangulations method, in triangulation method, the researcher used three data collecting techniques, and they are: observation, questionnaire and interview. The observation was focused on the process of teaching learning passive voice of simple present tense by using flashcard. Interview and questionnaire conducted to strengthen the findings data from observation.

By applying these three triangulations techniques, the researcher expected the result of this researches consistent for the data, because the data collected more than one data source.

### **G. Data Analysis**

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and others materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.<sup>18</sup> It mean that data analysis is the process to analyze the data that was gotten from the research. In this research, the writer was conducted some steps to analyzed the data. Sugiyono says that there are some steps to analyzed data<sup>19</sup>. They were as follows:

#### **a. Data Reduction**

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<sup>18</sup> Ibid, p.334

<sup>19</sup> Sugiyono, *Op. Cit*, p.338



The reduction of the data in the research means as the process of selecting, abstracting, and simplifying the data gained from the note of the interview and observation. Then, this summary was analyzed to seek the important information, group the data, and select the data needed and arrange the data to the proper format so that it could give a meaningful result and conclusion.

b. Data Display

The next step is to describe the data gained from the result of data display. The information gained from observation, interview and questionnaire was gathered and organized according to the research focus. From the description, the next conclusion and verification was applied.

c. Data Conclusion

The last step in analyzing the data was concluding the data and verifying the data. In this step, the writer avoided any one-sided impression and stayed openly so that the really came up with a clear, explicit, and grounded conclusion.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. General Description of the Research Place**

##### **1. Situation of SMP N 18 Bandar Lampung**

SMP N 18 TelukBetung is located in Jl. Rasuna Said No. 29 TelukBetung Bandar Lampung Provinsi Lampung. It was built 1 KM from the capital city of district of Bandar Lampung. SMP N 18 Bandar Lampung was built from funds of Indonesia Bank in 1984 with a land area of 1.5 hectares. It was built because the children who wanted continue their study had to go to outside of Bandar Lampung district so that the government and the society of Bandar Lampung sub district built SMP N 18 Bandar Lampung as way-out to make the children easily continue their study.

Teaching and learning activities in SMP N 18 Bandar Lampung start at 13.00 and finished at 17.30. The situation of SMP N 18 Bandar Lampung was quite encouraging because it has experienced significant growth. When viewed in terms of age, SMP N 18 Bandar Lampung was still fairly young but the school was always trying to make school able to align themselves with other schools.

The reasearcher did research at SMP 18 Bandar Lampung, because the school one of school had applied a media of passive voice which the media is flashcard, media flashcarh is used by the researcher that is used by the students of SMP 18 Bandar Lampung, therefore, the researcher did research at SMP 18 Bandar lampung, because

the media has used by the teacher to teach the students. but, when the students used the flashcad in learning passive voice almost of students have difficult to understand the material of passive voice by using flashcard media in teaching.

## **B. Research Procedure**

The researcher conducted the research to know the process of using flashcard in teaching learning Passive Voice of Simple Present Tense and the problems faced both by the teacher and the studentsat SMP N 18 Bandar Lampung.

In investigating the process of implementing flashcard in teaching Passive Voice of Simple Present Tense, the researcher used three instruments in collecting the data, they were: observation, interview and questionnaire.

In the observation, the researcher observed the process of using flashcard in teaching learning Passive Voice of Simple Present Tensein the class by observing both the teacher and the students. Then, the researcher gave questionnaire to the students to know their responses to the implementation of the flashcard and also the problems they faced in the process of learning activity and to confirm the data gained from observation and interview. The next instrumentwas interview. The researcher interviewed the teacher to know the teacher's problems in implementing flashcard in teaching Passive Voice of Simple Present Tenseand to confirm the data gained from observation and questionnaire. Moreover, the researcher alsocollected additional data such as school profile and history, and the condition of the students and the teachers.

The research was conducted to the eighth grade students at the first semester of SMP 18 Bandar Lampung in the academic year 2016/2017. The researcher conducted the preliminary research, the researcher included the date or planned schedules of work as follows :

1. On October 3<sup>th</sup> 2016, the researcher conducted the preliminary research in the SMP N 18 Bandar Lampung.
2. On October 6<sup>th</sup> 2016, the researcher met the headmaster got permission to do research at SMP 18 Bandar Lampung.
3. On October 14<sup>th</sup> 2016, the researcher met the English teachers to discuss the lesson plan and media to be used and also ask about time schedule of English class.
4. On October 18<sup>th</sup> 2016, the researcher conducted the observation in the class.
5. On October 19<sup>th</sup> 2016, the researcher conducted the second observation in the class.
6. On October 25<sup>th</sup> 2016, the researcher conducted the third observation and interviewed to the students and English teacher in the class

### **C. Finding of the research**

After collecting the data, the researcher analyzed the data. The following paragraphs are the explanation about the data, which collected by researcher.

## 1. Data Reduction

Data reduction is the first component or level in model of qualitative. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>50</sup> In this step, researcher selected which data that using in his research. There were two ways in collecting the data; observation and interview. The researcher selected the data based on the data collecting as follows:

### a. Observation Data

In this research, teaching passive voice of simple present tense by using flashcar was conducted by the English teacher in three meetings. Every meeting had the same activity, but the title of materials was different. In the meeting, the process of teaching learning by using flashcard media was divided into there steps: pre-activity, while-activity, and post activity.

#### 1) First Observation

In the first meeting the processes of teaching learning by using flashcard media were as follows:

##### a) Pre-Activity

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<sup>50</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), p.12

In pre-activity, the class was opened with greeting that was responded by all students. Some of them responded loudly to show their enthusiasm and few of them responded calmly.

Before starting the lesson, the students prayed together. After that, the teacher checked the attendance list. And then the teacher asked her students conditions, After that she reviewed last lesson, built students' knowledge about lesson and then explained purpose of the learning.

#### b) While Activity

In while activity, the teacher told the students that she would explain generic structure of passive voice of simple present tense for the students understood how to flashcard in teaching passive voice of simple present tense. The teacher described general of passive voice of simple present tense until finished. After that, the teacher explained passive voice of simple present tense by using flashcard as teaching procedure. Then the teacher constructed flashcard.

The teacher gave instruction to the students for identified together how to make passive voice easy by using flashcard. Some of the students looked difficulty to identify some examples of passive voice of simple present tense, especially in changing active form into passive form. After they identified passive voice form, the teacher would fill out component of flashcard as a procedure both of them. And they were made to identify important information for flashcard.

#### c) Post-Activity

In the post activity, the teacher recapped main points and reviewed any errors of learning passive voice of simple present tense and also informed the material for the next meeting.

## **2) Second Observation**

In the second meeting the processes of teaching learning by using flashcard were as follow:

### **a) Pre-Activity**

In pre-activity, the class was opened with greeting that was responded by all students. Then, the teacher prepared the materials at the first to be taught for teaching learning process like pictures, passive voice sentences, and so on. Then, the teacher built good relationship or made dialogue with students before starting the lesson. Then, he reviewed the lesson, built students' knowledge and then explained the purpose of teaching..

### **b) While Activity**

In while activity, the teacher introduced the materials of flashcard, or discussed the questions related to the materials. After that, the teacher invited the students to learn passive voice of simple present tense by using flashcard which the flashcard is one of good media to be implemented in teaching and learning passive voice of simple present tense. After that, the teacher gave modeling to the students of learning passive voice of simple present tense by using flashcard and guided paid attention to the teacher's explanation seriously. Nevertheless, in this research the teacher

did explanations the procedure well. She explained the procedure of the media. It made the students whom understood easily in those learning activities.

After that, the teacher gave flashcard to her students and asked them to mine the action. The rest of the class try to guess “ what is she/he doing?”, and then, after the students guess the action the students were seen by their teacher in the flashcard which the teacher gave a set of flashcards with different actions. After that the teacher asked to her students “ what they saw on the flashcard, after getting students’ opinions, the students made a sentence using the passive voice of simple present and they explained in front of their class about the structure of the active and passive verb.

After some minutes, the teacher collected the pictures and displayed them on the board by adhesive. And then the teacher distributed the descriptions card of the pictures and asked them to remain the pictures and match it with the descriptions. Nevertheless, the students seemed confused to match it because the teacher added the other pictures which were alike with the pictures, so the students had difficulty to comprehend passive voice sentences. The process of teaching and learning passive voice of simple present tense by using flashcard was continued until all of group had matched their answering on the flashcard.

#### c) Post-Activity

In the post activity, the teacher discussed together with students about their answers. The teacher checked their work by checking the pictures whether those were suitable or not with passive voice sentences and asked one of them to make passive voice sentences for group. The teacher recapped the main points and checked all of the



flashcard done by them. Then, the teacher reviewed any errors of learning passive voice of simple present tense by using flashcard.

### **3) The third Observation**

In the third meeting the processes of teaching and learning passive voice of simple present tense by using flashcard were as follows:

#### **a) Pre- Activity**

In pre-activity, the teacher prepared the material first to be taught, and then the teacher built good relationship to her students to make some small group before starting lesson, then she reviewed last lesson, built student's knowledge about lesson and then explained the purpose of the learning. The teacher continued the procedure of teaching and learning passive voice of simple present tense by using flashcard.

#### **b) While-Activity**

In while activity, the teacher gave to her students some flashcard, then the students made some group in their class, the teacher guided the students to practice in making passive voice sentences by using flashcard. Each group consisted of five and six students. The students were back to their own groups to make passive voice sentences by using flashcard. And then the teacher instructed to her students to describe the flashcard in as many sentences as possible the time allowed using passive voice, in making passive voice sentences the students must make grammatically correct and accurately depict what is happening in the picture, the every group read sentences and wrote passive voice sentences on the board. However,

the teacher did the some procedure of flashcard. Nonetheless, when the media was presented by the teacher to be implemented to her students in teaching and learning passive voice of simple present tense. Almost students did good activities in learning passive voice, and the teacher explained the materials of passive voice of simple present tense by using good procedure, so, the students are active in learning in their class. However, Some of students made noisy in their class, so, the teacher handle students's noisy and asked for them to finish the teaching and learning passive voice of simple present tense by using flashcard.

c) Post - Activity

In the post-activity, after all of students had finished in the discussion, the teacher continued to correct about passive voice sentences. Then, they prepared to go back.

During the observation of teaching and learning passive voice of simple present tense by using flashcard in the first, second and the third meeting, the researcher found the problems as follow:

a) The students have a problem to identified active form and passive form. And then some of students less responded to the teacher to identified passive voice sentences.

b) The teacher had difficulty understood a sentence of passive voice because some of students felt difficulty to change verb one into verb three.

c) The students felt difficulty to used (TO BE: am, is, are ) in making passive voice sentences, if they want make passive voice sentences the students did not understand yet in using ( TO BE :am, is or are). So, the meaning of the passive voice sentences, the students had never made before. They felt difficulty in making passive voice sentences.

#### **b. Interview Data**

For collecting some data, the researcher also conducted the interview. He interviewed the English teacher and samples of six students. He aimed at knowing the students problems in teaching and learning passive voice of simple present tense by using flashcard, eleven questions for English teacher(see Appendix 2) and twenty questions for the samples of students (see Appendix 5) were asked by him.

#### **c. Questionnaire Data**

The researcher also employed a questionnaire to the students for supporting the result of the observation and interview. The questions in questionnaire were designed almost same with the question in interview to students, this aimed to get deeper understanding of students' problems and their opinions in learning reading passive voice of simple present tense by using flashcard. In addition, questionnaire is as the proponent proof the result of interview to students. The questionnaire consisted of twentyquestions (see Appendix 3). the first until seventh question was to know the students' motivation and interest in learning English. The eighth until sixteenth

question were employed to know the students problem in learning passive voice of simple present tense by using flashcard. The seventeenth until twenty question were employed to know applying the procedure of teaching passive voice of simple present tense by using flashcard. Questionnaire was given to the whole students in Class VIII F which consisted of 39 students.

## **2. Data Display**

Data display is the second component or level in model of qualitative. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.<sup>51</sup> In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

### **a. Observation Report**

For collecting the data, the researcher used observation sheet based on the observation guideline and material. Here it is displayed the result of observation sheet based on the data showing in the data reduction, in this part the data were going to be identified and displayed for the three meetings that can be as follows:

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<sup>51</sup>*ibid.* p.11

**Table 12**  
**Observation Guideline**

No		Description	Yes	No	Note
1	Procedure of teaching passive voice of simple present tense by using flashcard	Teacher applied the the procedure of teaching passive voice of simple present tense by using flashcard is constructed by: a. Drills : Drills of this type can be used with all the flashcard on this site.	✓		Teacher applied the procedure of teaching passive voice of simple present tense, the students looked enthusiasm to look teacher's explanation about passive voice of simple present tense. In teaching passive voice of simple present tense the teacher used drill. Here, the students were given by the teacher show to her class the flashcard, then the students answered what are doing people on the flashcard.
		b. Matching Activities: Students need to match the written flashcards with the pictures in a face down memory media.	✓		In matching activities the teacher asked her student to match the written flashcard with the pictures in a face down memory media. Here, teacher gave half the class of pictures, the other half the word. And then students might found pictures and then the students in groups race to put the words with images from two separate files of flashcard.
		c. Guessthe Card: Use theflashcard.			In the third procedure the teacher used guess the

		Don't show the whole picture.	✓		card in teaching her students, here, the teacher used the flashcard. And the teacher showed the whole picture to her students, after that the students guess what the people are doing the card, and then they guess the card, show them the whole picture.
		d. The Mime Trick media: Give flashcard to students and ask them to mime the action.	✓		Teacher gave flashcard to students and ask them to mime the action. The rest of the class try to guess "what she/he is doing?"
		e. Describing the action: Present the learners with a set of flash cards with different actions.	✓		Teacher presented the students with a set of flashcards with different actions. The teacher asked her students to tell what the students saw on the card, after getting their opinions, they made a sentence passive voice of simple present tense and explain that the action is happening at that exact moment. And then the teacher explained the structure of the active and passive form to her students.
		f. Act it out: Ask a student to come to the front of the class	✓		The teacher asked her students to come to the front of the class and

		and show a flash card.			then the teacher gave flashcard.
		g. Flashcard Sentences: Divide the class into groups of three or four. Give each group the same pictures, or put it on overhead.	✓		The teacher divided the class into four groups, and then the teacher gave each group the same pictures. After that the teacher instructed the groups to describe the flashcard to be made passive voice sentences. The students must describe the flashcard and then they made passive voice sentence.
2	Teacher's problem in teaching passive of simple tense by using flashcard.	a. Teacher has difficulties if the students cannot know the meaning, uses, and functions of the passive voice	✓		Teacher had difficulty to manage the time, because the students find it difficult to understand teacher's explanations about passive voice as general. And teacher found it difficult to control student one by one and to explain about the passive voice to the student because students did not know the meaning of passive voice sentence. It can be seen by the students' answers when the teacher gave them some examples of passive voice sentence.

		b. Teacher has difficulties to explain passive voice form in simple present tense, because, passive voice form usually followed by active form to be changed into passive form.	✓		The teacher had problem to understand the passive form. It was shown when the teacher had difficulty to present the material of passive voice sentence. There were some examples of passive form the teacher explained to her students that were confusing to understand and translated by her students. It indicated that the teacher did not understand how to change active form into passive form.
		c. The teacher has difficulties to explain passive voice form of the verb, because, in passive voice sentence might use direct object and indirect object and then used verb (1) when active sentence and use verb (3) when passive sentence.	✓		Despite the teacher had used exercise to her students by using some picture as media in teaching passive voice of simple present tense. but the teacher only used some pictures in teaching and questions which were available in the. The teacher did not make modification in the question or exercise about passive voice of simple present tense.
3	Student' problem learning passive voice of simple present tense by using flashcard	a. Students have difficulties to understand of passive voice formula.	✓		Students had problems to understand of passive voice formula, because the students got difficult to make passive voice sentences. they do not know the meaning of a passive voice because



				active form and passive form had different which active form used active sentence for example <i>john washes the car</i> but when the sentence would be changed into passive form would be changed <i>the car is washed by john</i> , that made students had difficult to understand passive voice of simple present tense.
		4) Students do not use passive voice verb correctly.	✓	The students often asked the meaning of verb to the teacher and looked up in dictionary if they did not know how to use verb (1) in active voice form and verb (3) in passive voice form.
		5) Students have difficulty to make passive voice sentence, when they utilized passive form.	✓	The teacher asked the student to make passive voice sentence, but many of them could not make passive voice sentence correctly.
		6) Students have difficulties to identify active form and passive form in learning passive voice of simple present tense by using flashcard.	✓	The students had difficulties to identify active form and passive form in making passive voice of simple present sentence. Sometime they also difficult to remember the active and passive form of the sentences were made by them.

Based on the notes which were taken by the researcher, the teacher gave brainstorming to the students before they started the activity, the brainstorming were the students asked to understand passive voice forms. The students looked enthusiasm and interest to follow that activity. Furthermore, the teacher started to explain the procedure of passive voice of simple present tense by using flashcard and then the students would understand passive voice sentences, there were some media in teaching passive voice of simple present tense was used by the teacher. When the teacher explain about passive voice materials, some of the students were confusing to understand and translated their materials especially when the passive voice form was changed into verb three form.

In addition, the teacher had difficulties in managing the time. It is because the condition of the class was noisy and the teacher had to control students one by one to explain about passive voice of simple present tense because students had difficult to know passive voice form and could not figure out inference, or to determine the passive voice sentences. So the times almost end, the teacher seemed rush to discuss the material with the students and the teacher did not have time to give feedback about the material to students. Besides, students have difficult to understand about passive voice of simple present tense, they forgot verb three that they had discussed before or even to remember new verb that they just translated, it could be seen by many of the students asked how to understand active and passive form.

## **b. Interview Report**

To support the data of observation and questionnaire, the researcher also employed interview. The interview is given to the teacher to know her opinion about the process of using flashcard media and her problems in teaching passive voice of present tense.

### **1. Interview Result for the Teacher**

There were eleven questions that the researcher asked to the teacher about the process of teaching passive voice of present tense by using flashcard. The first was about the teachers' opinion toward the students' general situation. As can be seen in the dialogue below:

**1) Question** : Do you have problem to teach passive voice of simple present tense?

**Teacher** : Yes, I have some problem to teach them, some of the problems are: My student felt difficult to understand in changing active sentences into passive sentences. And then when I taught my students about passive voice, they also felt difficult in using verb one into verb three.

From the statement above, the researcher can conclude that the students of VIII F, the sample of the research had difficult in making passive voice sentences, because in passive voice of simple present tense the students must know how to change active form into passive form, and also the students felt difficult in using verb in passive voice sentences.

The process of teaching learning English passive voice of simple present tense in general meeting was also done in the class, the students felt easily to understand teacher's explanation about passive voice of simple present tense. It can be seen in the following dialogue:

**2) Question:**Do you have problem to teach passive voice of simple present tense, if your students still listened your explanation about passive voice of simple present tense?

**Teacher:**Yeah, of course if they were studying about passive voice, they have a problem one of their problem was a teaching media of passive voice, because some of meeting about passive voice, the teacher did not prepare good media in teaching passive voice of simple present tense.

The dialogue above indicate that in general meeting; the teacher has problem in teaching passive voice, because when she taught passive voice materials who did not use media to teach her students especially in teaching passive voice.

According to the teacher, the teacher's responses of using flashcard media in teaching passive voice of present tense could be described as follows:

**3) Question:**Do you have a problem to teach passive voice of simple present tense, if the student couldn't identify active form and passive form, make correct inferences, and understand accurate implication?

**Teacher:** I have a problem in teaching passive voice of simple present, I can explain the material clearly until the students understand about the material, if they couldn't identify active form and passive form, make correct inferences, and understand accurate implication but I make an example to them and explain more about a explanation of active and passive form.

From the statement above, it can be concluded that the teacher felt difficult to identify active form and passive form, make correct inferences and understand active form and passive form

The teacher also gave exercising from passive voice of simple present tense, state more detailed information, when the students often got exercising in making passive voice of simple present tense , as described below:

**4) Question:** Do you think that including exercise from passive voice of simple present tense to make the teacher difficult to implement the teaching?.

**Teacher:** No, I think when I teach my students about passive voice, and I often give exercising in teaching passive voice, my students felt easily to understand passive voice, because I often give many exercising in teaching and learning process especially in teaching and learning passive voice of simple present tense.

The statement above show when the teacher used many exercising in making passive voice of simple present tense, the students are more easy in understanding active form

and passive form that the students' response in learning passive voice of simple present tense to be easy to understand, because their teacher often give exercising.

The teacher felt easily to apply passive voice of simple present tense, after the teacher used flashcard in teaching her students about passive voice of simple present tense. the teacher said in the interview stated bellow:

**5) Question :** do you have problem to give a feedback for the students in teaching passive voice of simple present tense by using flashcard?

**Teacher :** Yeah, I can't give a feedback for students because, there are some students are a bit noisy and added by available time is not enough for teaching passive voice of simple present tense by using flashcard but there are no serious problems other than what is exists in the students themselves.

From the statement above, the researcher can conclude the teacher had difficulty in giving a feedback for the students because of the class atmosphere and most of the students noisy.

The process of teaching learning English passive voice of simple present tense, the researcher asked problems were faced by the students in learning passive voice of simple present tense. It can be seen in the following dialogue:

**6) Question :** what are problems that you faced in teaching passive voice of simple present tense by using flashcard?.

**Teacher** : No, the students felt happy in learning passive voice of simple present tense, because they like media that was used by their teacher to explain passive voice of simple present tense, and also the students are more easy to change active form into passive form.

From the statement above, the researcher can conclude flashcard media that is good media to apply in teaching passive voice of simple present tense, because, when the teacher explain passive voice materials by using flashcard, the students can be easy in understanding passive voice of simple present tense.

According the teacher, student's problems in learning passive voice of simple present tense were in changing active and passive voice. It can be seen in the following dialogue:

**7) Question** : Do you have problem to explain passive voice form toward yourstudents?

**Teacher:**Yes, I have problem to explain my passive voice materials especially to explain active voice into passive voice.

From the statement above, it can be concluded the teacher had problem to explain passive voice of simple present tense especially to explain active voice form into passive voice form.

The researcher ask English teacher about flashcard procedure which the teacher used in teaching passive voice of simple present tense, what the teacher ever used flashcard in teaching her students.

**8) Question:** According to you, what are the students difficulties in learning passive voice of simple present tense by using flashcard?

**Teacher:** I think, The students have difficulties in learning passive voice of simple present tense, because some of them are not familiar with the form of passive voice. Sometimes they ask the questions how to make passive voice sentence.

From the statement above, it can be concluded the teacher said that the students had difficulty in learning passive voice of simple present tense.

**9) Question:** According to you, what are the students difficulties when they practice flashcard in a group in learning passive voice of simple present tense?

**Teacher:** Yeah, some of the students had difficulties to match the pairs of card in front of the class, because some of the students still felt difficult to different active form and passive form.

From the statement above, the researcher can conclude that some of her students had some problem when she asked them to match the pairs of card in front of the class.

According to the teacher, the teacher's responses learned passive voice in using flashcard media in teaching passive voice of present tense could be described as follows:

**10) Question :**What are problems have you found in teaching passive voice of simple present tense by using flashcard.



**Teacher:**Problems have found by me when I teach my students in learning passive voice of simple present tense. The students did a problem to understand verb one form and changed into verb three form, and they still difficulties to change active form into passive form.

According to the teacher, the problems are in learning passive voice of simple present tense, It can be seen in the following dialogue:

**11) Question :** Based on your opinion, what are the problems faced by students in learning passive voice of simple present tense by using flashcard?

**Answer :** The students were did not have good mastery toward passive voice of simple present tense, they had problem to decode a word to be made in passive voice sentence. Besides, they could not make inference correctly and the students hard to memorize and forgot the passive voice of simple present tense.

From the statement above, the students had problem to decode a word to be made in passive voice sentence. Besides, they could not make inference correctly and the students hard to memorize and forgot the passive voice of simple present tense.

Based the result of interview above the researcher concluded that teaching learning passive voice of simple present tense by using flashcard could help teacher in teaching passive voice. The teacher felt easier to teach it because it's not need special preparation. The students also were active in the process of teaching learning activity. Finally, the teacher do not find serious problems in implementing flashcard media in

teaching learning activities although there were some students a bit noisy during the teaching learning process and added by the available time is not enough for teaching passive voice of present tense by using flashcard.

**Table 13**  
**Teachers' Interview Result**

No	Problems	Answer	Conclusion
1.	Teacher had problem to understand the passive voice of simple present tense materials that were taught to the students.	The teacher had problem in teaching passive voice of simple present tense, because the students felt difficult to understand passive voice materials, especially when the teacher explained passive voice sentence by using verb one and verb three. Here, the students felt difficult to change verb one into verb three in learning passive voice.	The teacher had problem to teach passive voice materials in teaching process, because the students did not understand passive voice basic, especially, how students used verb one and verb three in learning passive voice.
2.	Teacher had difficulties if the students cannot achieve mastery of the basics, the students made passive voice sentence correctly.	The teacher had difficult to achieve students' mastery in passive voice materials, because students made some problem in making passive voice sentences, usually, the students' problem changed active sentence into passive sentence, beside that, the students did not know active form and passive form.	The teacher had difficult to achieve students' mastery in passive voice materials, because students made some problem in making passive voice sentences, especially when the students made active sentence and passive sentence

3.	The teacher had problem in teaching passive voice of simple present tense, if the students could not identify active form and passive form.	Teacher had problem to explain active form into passive form to her students, especially the students had difficult to verb one into verb three, because some of students did not know verb 3 form in making passive voice sentence.	The teacher had problem to explain passive voice, especially, the students had difficult to change verb one and verb three
4.	The teacher had problem in teaching passive voice of simple present tense, when the teacher include exercising about passive voice	Teacher had problems in designing or modifying the passive voice sentence form and the exercise to engage students' interest in learning passive voice of simple present tense.	the teacher had problem in designing or modifying the passive voice sentence form and the exercise to engage students' interest in learning passive voice of simple present tense.
5.	The teacher had problem to teach her students about passive voice of simple present tense by using flashcard	The teacher had problem to make good condition in teaching and learning process, because there are some students are a bit noisy and added by available time is not enough for teaching passive voice of simple present tense by using flashcard	In teaching and learning process, the teacher had difficult to make good condition in teaching passive voice of simple present tense by using flashcard, because there are some students, they are noisy in their teaching process
6.	The teacher had problem in teaching passive voice of simple present tense by using flashcard.	Teacher said to her students whom felt difficult to teach English, especially in learning passive voice of simple present tense, because in	The teacher asked about teaching passive voice of simple present tense by using flashcard to her students, and then, the teacher gave flashcard her

		teaching and learning process the teacher gave flashcard her students. The students answered teacher's question, they felt easy to understand passive voice form, because the teacher used flashcard in teaching passive voice of simple present tense	students. They felt easy to understand passive voice form, because the teacher used flashcard in teaching passive voice of simple present tense
7.	The teacher had problem to explain passive voice form to her students	The students had difficult to identify active form and passive form. Furthermore, they did problems in making active form into passive form. Besides, they could not make inference correctly and the students had problems in working memory.	The students had difficult to identify active form and passive form. Furthermore, they did problems in making active form into passive form. Besides, they could not make inference correctly and the students had problems in working memory.
8	The teacher did not use flashcard in teaching passive voice, before the researcher did this research at SMP 18 Bandar Lampung	Before the researcher did the research at SMP 18 Bandar Lampung, the teacher said to me, she did not use flashcard in teaching process, especially in teaching passive voice of simple present tense.	The teacher did not use flashcard in teaching process, especially in teaching passive voice of simple present tense.
9	Teacher had strategy in improving ability students especially in passive voice of simple present	Teacher used strategy to teach her students, but the strategy was used by the teacher, it was not a media in teaching process, she just	Teacher used strategy to teach her students, but the strategy was used by the teacher, it was not a media in teaching process, she just explained her students

		explained her students by using explanations about English materials.	by using explanations about English materials.
10	The teacher had problem in teaching passive voice of simple present tense by using flashcard.	Teacher had problems in stimulating and engaging the students to made active sentence form and passive sentence form in teaching passive voice of simple present tense.	The teacher had problems in stimulating and engaging the students to made active form and passive form
11	The teacher's problem in teaching passive voice of simple present tense by using flashcard	When the teacher taught passive voice of simple present tense by using flashcard, the students felt easy to understand passive voice of simple present tense.	The teacher taught passive voice of simple present tense by using flashcard, the students felt easy to understand passive voice of simple present tense.

## 2. Interview Result for the Students

Like interview to the teacher, the researcher also interviewed fifteen students as the sample for collecting the data. Each student had difference answers of each question, but the main points of their answers were almost same. So, the researcher selecting and focusing their answers that most common stated by them. There were ten questions that the researcher asked to the students about the problems and opinions in learning passive voice of simple present by using flashcard. It can be seen in the dialogue below:

**Table 14**  
**Students' Interview Result**

No	Question	Answer	Conclusion
1	Does flashcard helps you to passive voice of simple present tense?	Yes, it helped me to passive voice of simple present tense because the teacher presented information about the passive voice sentence before make passive voice of simple present tense and conducted discussion after I made passive voice of simple present tense sentence. It made me easier to understand the passive voice and practice my passive voice skill in discussion session.	The students agreed that flashcard could help them to passive voice of simple present tense. Furthermore, the students implied that flashcard had advantages to make them easier to understand the passive voice of simple present tense by looking teacher's explanation about passive voice of simple present tense, it known with the prior knowledge. In addition, flashcard helped them to practice their passive voice skill by conducting discussion session.

2.	How do your teacher attract your interest in learning passive voice of simple present tense?, Does your teacher is able to make you being active during learning passive voice of simple present tense by using flashcard in the class?	<p>Sometimes the teacher gives a joke to make us not bored in learning passive voice of simple present tense, but sometimes her jokes were not funny. I did not feel motivated to learn by her jokes.</p> <p>Meanwhile, They think that their teacher able made them active during teaching and learning process. But, most of the students were passive during teaching and learning process.</p>	The students were motivated to listen the teacher presented the information about the passive voice of simple present tense. They were also motivated to make passive voice sentence and did confidence if they made mistakes.
3.	Except in the class, Do you interest to practice English and make passive form?	<p>I rarely practice English at my house or outside class by passive voice sentence English text. But the teacher rarely gave me homework, so I did not have reason to practice my passive voice skill.</p> <p>Moreover, English was difficult for me, moreover to make passive voice sentence. It because in my environment nobody used English, and I did not use English as my habit.</p>	The students were rarely practice passive voice skill at the outside of the class or school, the reasons were because they had no motivation to make and the teacher rarely gave them home work to make them had to make passive voice sentence at my house.

4.	Can the flashcard help you in teaching passive voice of simple present tense?	When I used flashcard as media in learning passive voice of simple present tense, the media was effective in learning process, and I felt enthusiasm to follow learning activities process . The teacher also was easy to explain passive voice of simple present tense to her students by using flashcard as media in learning passive voice of simple present tense.	Students felt easy to understand of teacher's explanation about passive voice simple present tense, because the teacher used flashcard as media in teaching passive voice of simple present tense.
5.	What the flashcard help you in learning passive voice of simple present tense?	Yes, the flashcard helped me to understand passive voice of simple present tense, because, if the teacher explained passive voice of simple present tense, I felt bored to listen teacher's explanation about passive voice	Flashcard helped students in learning process, especially in learning passive voice of simple present tense
6.	What are the problems that you find in learning passive voice of simple present tense by using flashcard?	Yes, I felt happy listen the teacher presented the information about the passive voice of simple present tense, the teacher present the passive voice. In addition, I was motivated to make the passive voice of	The students were motivated to listen the teacher presented the information about the passive voice of simple present tense. They were also motivated to make the passive



		<p>simple present tense, because the passive voice of simple present tense sentence were interested, however I felt difficult to be understood especially active and passive form. Many of my friends did involve in discussion session, but, there are some my friends made noisy and chatted each other. It disturbed me. Furthermore, I felt shy, did not confidence and afraid if I made mistake.</p>	voice of simple present tense sentence.
7.	What are the difficulties that you find in understanding the meaning of passive voice of simple present tense sentence?	<p>Sometimes I did not know the meaning of a passive voice sentence and translated it by looking up in dictionary or asking to the teacher, moreover if that word was a word that I had never seen before. Furthermore, when I had known the meaning of a passive voice of simple present tense, I difficult translated the whole sentence. Sometimes, the meaning of the sentence was weird although I had checked the meaning</p>	<p>Sometimes I did not know the meaning of a passive voice of simple present tense and translated it by looking up in dictionary or asking to the teacher, moreover if that word was a word that I had never seen before. Furthermore, when I had known the meaning of a passive voice sentence, I difficult translated the whole sentence. Sometimes, the meaning of the</p>

		of each sentence or grammar's book in dictionary.	sentence was weird although I had checked the meaning of each sentence or grammar's book in dictionary.
8.	Do you find problems in teaching passive voice of simple present tense by using flashcard?	<p>I found some problems in learning passive voice of simple present tense, that was active form and passive form, the students felt difficult to understand how to change active form into passive form in learning passive voice of simple present tense.</p> <p>The teacher had difficult to explain to her students about how to change verb one to be changed into verb three.</p>	Students found some problems in learning passive voice of simple present tense, that was active form and passive form, the students felt difficult to change active and passive form.
9.	What are the problems that you faced in learning passive voice of simple present tense by using flashcard?	The teacher had problem to control the condition of the class, because many students did noisy in teaching and learning process, especially in teaching and learning passive voice of simple present tense.	The condition of the class can not be controlled by the teacher, because some students did noisy in learning process
10.	Do you have problems to memorize passive voice of simple present tense by using flashcard?	I had problem to memorize the passive voice of simple present tense we had	Students had problem in working memory passive voice form.

		discussed before even to memorize the meaning of passive voice sentence, It might happen because I rarely learn or practice English outside the school after I learn English in the school. Moreover, English words are hardly used in my environment, nobody used it, so it is so hard to remember a new word/sentence.	
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However the researcher found that students had some problems in learning passive voice of simple present tense by using flashcard in SMP N 18 Bandar Lampung. They were as follows:

- a. The students did not memorize how to use verb three and verb three in learning passive voice of simple present tense. They still looked up in dictionary or asked to the teacher if they wanted to find verb form.
- b. The students had problem to make passive voice sentences.
- c. Students had problem to make active form into passive form, because some of students did not know verb three form in making passive voice sentence. Students had habit of slow reading. They waste many of times for translating words and sentences in the passive voice sentence.

- d. The students had difficult to identify active form and passive form. Furthermore, they did problems in making active form into passive form, Besides, they could not make inference correctly and the students had problems in working memory.
- e. The students had problems with finding motivation and interest in learning passive voice of simple present tense. Then, they were being passive during learning process. Because, they did not confidence and they felt afraid to make a mistake in making passive voice sentences.

In addition, based on the interview students above, the researcher concluded the advantages of the flashcard in teaching and learning passive voice of simple present tense. It can be explained as follows:

- a. Flashcard could help them to learn English, especially in learning passive voice of simple present tense.
- b. flashcard had advantages to make them easier to understand the passive voice of simple present tense.
- c. Flashcard helped them to practice their passive voice of simple present tense skill because conducting discussion session.

## **11. Questionnaire Report**

The researcher also employed questionnaire to the students for supporting the result of the observation and interview. The questions in questionnaire were designed almost same with the question in interview to students. It is aimed to get deeper

understanding of students' problems and their opinions in learning passive voice of simple present tense by using flashcard and as the proponent proof of the result interview to students. Questionnaire was given to the whole students in Class VIII F which consisted of 39 students.

The first point of questionnaire was to know the students' frame about English consist of one question. Here are the students' answer :

**Table 15**  
**Result of Questionnaire no. 1**

No	Question	Respond	Total of the Students
1	Do you interest in learning English?	Yes	19
		Usually	11
		No	9

From the table above it shows that most of the students thought that English as easy subject.

The first point of questionnaire was to know the students' frame about English consist of one question. Here are the students' answer :

**Table 16**  
**Result of Questionnaire no. 2, 3, 4, 5, 6, 7**

No	Question	Respond	Total of the Students
2	According you, is English difficult subject?	Yes	14
		Usually	17
		No	8
3	Do you understand easily English materials when the teacher explain English materials to you?	Yes	30
		Usually	4
		No	5

4	Do you have problem in learning English?	Yes	20
		Usually	12
		No	7
5	Do you like to study English especially in learning English grammar?	Yes	17
		Usually	14
		No	8
6	Do you like to study English especially in understanding a sentence by using passive voice of simple present tense?	Yes	10
		Usually	16
		No	13
7	Do you feel easily in understanding passive voice of simple present tense by using flashcard?.	Yes	14
		Usually	17
		No	8

From the table above, it shows most of the students answered ( ya) for all the students question. It means that the students had difficulties in learning passive voice of simple present especially the students had difficulties making and memorizing the meaning of passive voice form.

The second point of questionnaire was to know the students' frame about English consist of one question. Here are the students' answer :

**Table 17**

**Result of Questionnaire no. 8, 9, 10, 11, 12, 13, 14, 15, 16**

No	Question	Respond	Total of the Students
8	What do you think about English especially in understanding active and passive sentence by using flashcard to be easy to be understood?	Yes	15
		Usually	10
		No	14

9	Do you like flashcard if the flashcard is always used in learning English, especially in learning passive voice of simple present tense?	Yes	18
		Usually	14
		No	7
10	Do you feel difficult to understand the meaning of passive voice of simple present tense?	Yes	10
		Usually	13
		No	16
11	Do you feel difficult in making passive voice of simple present tense sentence by using flashcard media?	Yes	6
		Usually	7
		No	26
12	Do you feel difficult to mean a sentence in active and passive form	Yes	7
		Usually	14
		No	18
13	Do you feel difficult to understand verb form which is used in making passive voice of simple present tense sentence?	Yes	11
		Usually	12
		No	16
14	Do you feel difficult in understanding sentence form by using to be of simple present tense?	Yes	9
		Usually	13
		No	17
15	Do you feel easily in meaning passive voice of simple present tense sentence, before the sentence used active form?	Yes	21
		Usually	6
		No	12
16	Did the vocabularies are used by your English teacher be able to understood by yourself when you make a passive voice sentence?	Yes	15
		Usually	10
		No	14

From the table above, it shows that most of the students were happy in learning passive voice of simple present by using flashcard, because most of the students felt easy to understand passive voice materials.

The third point of questionnaire was to know the students' frame about English consist of one question. Here are the students' answer :

**Table 18**  
**Result of Questionnaire no. 17, 18, 19, 20**

No	Question	Respond	Total of the Students
17	Do your English teacher explain the procedure in teaching passive voice of simple present tense which the researcher used in this research?	Yes	17
		Usually	15
		No	7
18	Did the procedure is explained by your English teacher easy to understood by yourself in learning passive voice?	Yes	19
		Usually	9
		No	11
19	Did your English teacher explain all of the teaching procedure of passive voice of simple present tense by using flashcard media?	Yes	30
		Usually	6
		No	3
20	Did the procedure is used by the research be able to help you in understanding passive voice of simple present tense?	Yes	25
		Usually	8
		No	6

From the table above, it shows that most of the students were happy in teaching and learning passive voice of simple present tenses by using flashcard because most of students answered ( ya ) eleven number of the questions. The last answered (ya ) by some of the students. It means that the students had difficulties in making passive sentence and changing active form into passive form



The explanation of the questionnaire above is supported by the result of observation and interview. The result of observation show that there are many students, they had problem in learning passive voice of simple present tense by using flashcard are changing active form into passive form and making passive sentence. The students are a bit noisy and do not pay good attention enough during the lesson and also the result of interview show that there were some students had difficulties in learning English it cause of the students motivation and interest was low so that they do not want to learn seriously in the class.

### **3. Data Conclusion**

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problems, and the students' problems in teaching and learning passive voice of simple present tense by using flashcard.

#### **a. Process of Teaching and Learning Passive Voice of Simple Present Tense by Using Flashcard**

Teaching passive voice of simple present tense by using flashcard was assumed could help the students in learning passive voice of simple present tense. But, in this research the teaching learning process by flashcard was still less effective and not

maximal. It happened because there were many problems that faced by the teacher and the students during the process of teaching and learning. The problems appeared from the teacher and the students that influence each other, so the process of teaching and learning became less effective and not maximal. In addition, in this research the researcher expected to see the teaching and learning process.

The researcher observed of teaching learning process that was done by the teacher in three meetings. The classroom atmosphere in teaching learning passive voice of simple present tense by using flashcard were the students looked active and enthusiasm to follow each step, but some of them looked less responsive, bored, did not focus or even made noisy and chatting each other. This research was conducted four times including observing the teaching and learning process by using flashcard, interviewing the teacher and students, and giving questionnaire to the students.

From the data gained through observation, the researcher assumed that the teaching learning passive voice of simple present tense was still less effective and maximal. But, There were many problems that could not manage well by teacher despite the teacher had followed the procedure well based on the Suzanne W. Woodward, there were still many weakness in several sides. The problems were; the teacher did not manage the time well. Then, the teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussed about the students' difficulties in learning passive voice of simple present tense by using flashcard.

From the data gained through observation, the researcher assumed that the teaching and learning process especially passive voice of simple present tense by using flashcard was the teacher had done the step properly although there were some weaknesses in several sides. And there were many obstacles faced by teacher and her students that made the teaching learning process by using flashcard was still less effective and not maximal. But, it did not give the big influence for teaching and learning process, the process could be done properly.

**b. Problem Faced by Teacher in Teaching Passive Voice of Simple Present Tense by Using Flashcard**

Besides, the problems of teaching passive voice of simple present tense are:

- 1) The teacher had problem in teaching passive voice of simple present tense, because the students felt difficult to understand passive voice materials, especially when the teacher explained passive voice sentence by using verb one and verb three. Here, the students felt difficult to change verb one into verb three in learning passive voice.
- 2) The teacher had difficult to achieve students' mastery in passive voice materials, because students made some problem in making passive voice sentences, usually, the students' problem changed active sentence into passive sentence, beside that, the students did not know active form and passive form.
- 3) Teacher had problem to explain active form into passive form to her students, especially the students had difficult to verb one into verb three, because some of

students did not know verb three form in making passive voice sentence.

- 4) Teacher had problems in designing or modifying the passive voice sentence form and the exercise to engage students' interest in learning passive voice of simple present tense.
- 5) The teacher had problem to make good condition in teaching and learning process, because there are some students are a bit noisy and added by available time is not enough for teaching passive voice of simple present tense by using flashcard
- 6) Teacher said to her students whom felt difficult to teach English, especially in learning passive voice of simple present tense, because in teaching and learning process the teacher gave flashcard her students The students answered teacher's question, they felt easy to understand passive voice form, because the teacher used flashcard in teaching passive voice of simple present tense
- 7) The students had difficult to identify active form and passive form. Furthermore, they did problems in making active form into passive form, Besides, they could not make inference correctly and the students had problems in working memory.
- 8) Before the researcher did the research at SMP 18 Bandar Lampung, the teacher said to me, she had used flashcard in teaching process, especially in teaching passive voice of simple present tense but in teaching passive voice by using flashcard was not maximal yet .

- 9) Teacher used strategy to teach her students, but the strategy was used by the teacher, it was not a media in teaching process, she just explained her students by using explanations about English materials.
- 10) Teacher had problems in stimulating and engaging the students to make active sentence form and passive sentence form in teaching passive voice of simple present tense.
- 11) When the teacher taught passive voice of simple present tense by using flashcard, the students felt difficult to understand passive voice of simple present tense.

**c. Problem Faced by Students in Learning Passive Voice of Simple Present Tense by Using Flashcard**

The researcher employed observation, interview and questionnaire to know the students' problems in learning passive voice of simple present tense by using flashcard. The problems of learning passive voice of simple present tense are:

- 1) The students did not memorize how to use verb one and verb three in learning passive voice of simple present tense. They still looked up in dictionary or asked to the teacher if they wanted to find verb form.
- 2) The students had problem to make passive voice sentences.
- 3) Students had problem to make active form into passive form, because some of students did not know verb three form in making passive voice sentence. Students

had habit of slow reading. They waste many of times for translating words and sentences in the passive voice sentence.

- 4) The students had difficult to identify active form and passive form. Furthermore, they did problems in making active form into passive form, Besides, they could not make inference correctly and the students had problems in working memory.
- 5) The students had problems with finding motivation and interest in learning passive voice of simple present tense. Then, they were being passive during learning process. Because, they did not confidence and they felt afraid to make a mistake in making passive voice sentences.

#### **E. Discussion of Finding**

In this part, the researcher would like to discuss about the finding of the process of teaching and learning passive voice of simple present tense by using flashcard as the first formulation of the problem this research. Beside the process of teaching and learning, the researcher discussed the teacher's and the students' problems in teaching and learning passive voice of simple present tense by using flashcard as the second and the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of VIII F class of SMP N 18 Bandar Lampung in the first semester in academic year 2016/2017 that had been observed.

**a. Process of Teaching and Learning Passive Voice of Simple Present Tense by Using Flashcard**

Teaching passive voice of simple present tense by using flashcard was assumed could help the students in learning passive voice of simple present tense. But, in this research the teaching learning process by flashcard was still less effective and not maximal. In this research the researcher expected to see the teaching and learning process and the problems in teaching learning passive voice of simple present tense by using flashcard.

The researcher observed of teaching learning process that was done by the teacher in three meetings. The classroom atmosphere in teaching learning passive voice of simple present tense by using flashcard were the students looked active and enthusiasm to follow each step, but some of them looked less responsive, bored, did not focus or even made noisy and chatting each other. This research was conducted four times including observing the teaching and learning process by using flashcard, interviewing the teacher and students, and giving questionnaire to the students.

From the data gained through observation, the researcher assumed that the teaching learning passive voice of simple present tense was less effective and not maximal. But, there some problem that was done by the teacher in teaching passive voice of simple present tense. The problems were; the teacher did not manage the time well. Then, the teacher did not have time to give feedback or reflection to the students. She

only discussed the material without discussed about the students' difficulties in learning passive voice of simple present tense by using flashcard.

From the data gained through observation, the researcher assumed that the teaching and learning process especially passive voice of simple present tense by using flashcard was the teacher had done the step properly was less effective and not maximal. But, it did not give the big influence for teaching and learning process. The process could be done properly.

#### **b. The Problems Faced by the Teacher in Teaching Passive Voice of Simple Present Tense by Using Flashcard**

From the research, the researcher found that teacher's problems in teaching passive voice of simple present tense by using flashcard. Teacher's problem usually explained passive voice of simple present tense materials, she felt difficult to explain passive voice material, especially when the teacher explained passive voice of simple present tense by using verb one and verb three. Here, the students felt difficult to change verb one into verb three in learning passive voice. Beside that, the teacher also had problem in teaching passive voice of simple present tense to achieve students mastery in making passive voice of simple present tense, because the students felt difficult to know active form and passive form. After that, The teacher had problem to make good condition in teaching and learning process, because there are some



students are a bit noisy and added by available time is not enough for teaching passive voice of simple present tense by using flashcard.

Based on the result of interview and observation, it can be concluded that there are some problem in teaching passive voice of simple present tense by using flashcard. The teacher felt difficult to explain passive voice of simple present tense, because the student felt difficult to understand active and passive form, beside that, the teacher's problem in teaching passive voice of simple present tense had difficult to handle the class well, because some of the students were busy with their own activity like chatting and it made the class became noisy and the teacher felt difficult to control the class.

**c. The Problems Faced by the Students in Learning passive voice of simple present tense by using flashcard**

The researcher employed a questionnaire to know students' problem in learning passive voice of simple present tense by using flashcard. Based on the result of questionnaire answered by the students, the students did not memorize how to use verb one and verb three in learning passive voice of simple present tense. They still looked up in dictionary or asked to the teacher if they wanted to find verb form. And then The students had problem to make passive voice sentences especially in changing active form into passive form.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problem that happen in learning passive voice of simple present tense by using flashcard. The

researcher concluded that the English teacher could do the steps of flashcard in teaching and learning passive voice of simple present tense well, although there were some weakness in several sides and there were many obstacles faced by the teacher and the students. After the researcher analyzed and found out the finding of the research, hopefully the researcher gave contribution of the research to better way. Learning passive voice of simple present tense should be supported by an interesting lecture style by teacher, so the students were interested to learn and discuss the passive voice form. Besides, someone should have good motivation. Moreover, flashcard that has been applied by the teacher is one of the ways that can be used in learning passive voice of simple present tense because using flashcard can help the students for improving passive voice of simple present tense.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After collecting the data and analyzing the result of the research, the researcher drew the conclusion and suggestion

#### **A. Conclusion**

Having discussed the result of the research, it can be concluded that:

1. Teaching learning process in the class was running well. It could be seen the way of the teacher who taught in the class by using flashcard media as an interesting in teaching learning process. The steps done by teacher was based on the procedure of teaching learning by using flashcard media, and the teacher could explain the lesson well although there were some weakness in several sides. In other hand, the students could understand about about the lesson which was thaught by the teacher in order that some of the setudents looked active and some of them looked less responsive, bored, did not focus in teaching and learning passive voice of simple present tense by using flashcard media.
2. The problems faced by teacher in teaching passive voice of simple present tense by using flashcard were :
  - a) The teacher had dificulty to explain passive voice materials, because the students felt difficult to understand how to use verb one into verb three in learning passive voice.

- b) Teacher had problem to explain active form into passive form to the students.
  - c) Teacher had difficulties if the students cannot achieve mastery of the basics of passive voice of simple present tense, the students had difficult to make passive voice sentences, and the students cannot undertand in making passive voice form.
3. The problems faced by students in learning passive voice of simple present tense by using flashcard were :
- a) The students did not understand the basic rule of English passive voice that is “be + past participle.
  - b) The learners cannot use the English passive correctly.
  - c) The students were confused in forming the passive sentence from the active sentence
  - d) Learners are often expected to produce written texts that utilize passive forms.
  - e) Teaching of grammar almost always includes passive but learning have not been able to identify the features of the English passive that make it difficult for learners to use appropriatelly

## **B. Suggestions**

After the researcher conducted the research at SMP N I8 Bandar Lampung, the researcher would like to give some suggestion as follows:

### **1. For the Students**

The students should be more creative and have motivation to learn and practice their English at school and out of school, and in learning passive voice; the students should practice to make passive voice sentences, they have learned in the real situation.

### **2. For the English Teacher**

The teacher should be creative in teaching English, especially in teaching passive voice of simple present tense by using flashcard to make the students enjoy and less intimidating in the class and the teacher should give more chances to the students to be more active so that they are able to do those activities by themselves.

### **3. For the Headmaster**

It was suggested to the headmaster of SMP N 18 Bandar Lampung that the school should give the support for English teaching and learning process by preparing the facility and instrument optimally.

### **4. For other Researchers**

It was suggested for other researchers to develop other research with the new innovation and hopefully the result of this research could be a reference.

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# APPENDICES

## Appendix 1

Table 12

### SHEET OF OBSERVATION

No		Description	Yes	No	Note
1	Procedure of teaching passive voice of simple present tense by using flashcard	Teacher applied the the procedure of teaching passive voice of simple present tense by using flashcard is constructed by: a. Drills : Drills of this type can be used with all the flashcard on this site.	✓		Teacher applied the procedure of teaching passive voice of simple present tense, the students looked enthusiasm to look teacher's explanation about passive voice of simple present tense. In teaching passive voice of simple present tense the teacher used drill. Here, the students were given by the teacher show to her class the flashcard, then the students answered what are doing people on the flashcard.
		b. Matching Activities: Students need to match the written flashcards with the pictures in a face down memory media.	✓		In matching activities the teacher asked her student to match the written flashcard with the pictures in a face down memory media. Here, teacher gave half the class of pictures, the other half the word. And then students might found pictures and then the students in groups race to put the words with images from two

					separate files of flashcard.
		c. Guess the Card: Use the flashcard. Don't show the whole picture.	✓		In the third procedure the teacher used guess the card in teaching her students, here, the teacher used the flashcard. And the teacher showed the whole picture to her students, after that the students guess what the people are doing the card, and then they guess the card, show them the whole picture.
		d. The Mime Trick media: Give flashcard to students and ask them to mime the action.	✓		Teacher gave flashcard to students and ask them to mime the action. The rest of the class try to guess "what she/he is doing?".
		e. Describing the action: Present the learners with a set of flash cards with different actions.	✓		Teacher presented the students with a set of flashcards with different actions. The teacher asked her students to tell what the students saw on the card, after getting their opinions, they made a sentence passive voice of simple present tense and explain that the action is happening at that exact moment. And then the teacher explained the structure of the active and passive

					form to her students.
		f. Act it out: Ask a student to come to the front of the class and show a flash card.	✓		The teacher asked her students to come to the front of the class and then the teacher gave flashcard.
		g. Flashcard Sentences: Divide the class into groups of three or four. Give each group the same pictures, or put it on overhead.	✓		The teacher divided the class into four groups, and then the teacher gave each group the same pictures. After that the teacher instructed the groups to describe the flashcard to be made passive voice sentences. The students must describe the flashcard and then they made passive voice sentence.
2	Teacher's problem in teaching passive of simple tense by using flashcard.	a. Teacher has difficulties if the students cannot know the meaning, uses, and functions of the passive voice	✓		Teacher had difficulty to manage the time, because the students find it difficult to understand teacher's explanations about passive voice as general. And teacher found it difficult to control student one by one and to explain about the passive voice to the student because students did not know meaning of passive voice sentence. It can be seen by the students' answers when the teacher gave them some examples of passive voice sentence.

		b. Teacher has difficulties to explain passive voice form in simple present tense, because, passive voice form usually followed by active form to be changed into passive form.	✓		The teacher had problem to understand the passive form. It was shown when the teacher had difficulty to present the material of passive voice sentence. There were some examples of passive form the teacher explained to her students that were confusing to understand and translated by her students. It indicated that the teacher did not understand how to change active form into passive form.
		c. The teacher has difficulties to explain passive voice form of the verb, because, in passive voice sentence might use direct object and indirect object and then used verb (1) when active sentence and use verb (3) when passive sentence.	✓		Despite the teacher had used exercise to her students by using some picture as media in teaching passive voice of simple present tense. but the teacher only used some pictures in teaching and questions which were available in the. The teacher did not make modification in the question or exercise about passive voice of simple present tense.
3	Student' problem learning passive voice of simple present tense by using flashcard	a. Students have difficulties to understand of passive voice formula.	✓		Students had problems to understand of passive voice formula, because the students got difficult to make passive voice sentences. they do not know the meaning of a passive voice because

					active form and passive form had different which active form used active sentence for example <i>john washes the car</i> but when the sentence would be changed into passive form would be changed <i>the car is washed by john</i> , that made students had difficult to understand passive voice of simple present tense.
		b. Students do not use passive voice verb correctly.	✓		The students often asked the meaning of verb to the teacher and looked up in dictionary if they did not know how to use verb (1) in active voice form and verb (3) in passive voice form.
		c. Students have difficulty to make passive voice sentence, when they utilized passive form.	✓		The teacher asked the student to make passive voice sentence, but many of them could not make passive voice sentence correctly.
		d. Students have difficulties to identify active form and passive form in learning passive voice of simple present tense by using flashcard.	✓		The students had difficulties to identify active form and passive form in making passive voice of simple present sentence. Sometime they also difficult to remember the active and passive form of the sentences were made by them.

## Appendix 2

### REPORT OF INTERVIEW

**Respondent** : English Teacher  
**Day/Date/Year** : Thursday, October 19<sup>th</sup> 2016  
**Time** : 13.00- 14.00 Wib  
**Place** : SMP N 18 Bandar Lampung  
**Interviewer** : Ardiyansyah  
**Interviewered** : Elvira Susi Yunita, S.Pd

1) **Question** : Do you have problem to teach passive voice of simple present tense?

**Teacher** : Yes, I have some problem to teach them, some of the problems are:  
My student felt difficult to understand in changing active sentences into passive sentences. And then when I taught my students about passive voice, they also felt difficult in using verb one into verb three.

2) **Question** : Do you have problem to teach passive voice of simple present tense, if your students still listened your explanation about passive voice of simple present tense?

**Teacher** : Yeah, of course if they were studying about passive voice, they have a problem one of their problem was a teaching media of passive voice, because

some of meeting about passive voice, the teacher did not prepare good media in teaching passive voice of simple present tense.

- 3) Question :** Do you have a problem to teach passive voice of simple present tense, if the student couldn't identify active form and passive form, make correct inferences, and understand accurate implication?

**Teacher :** I have a problem in teaching passive voice of simple present, I can explain the material clearly until the students understand about the material, if they couldn't identify active form and passive form, make correct inferences, and understand accurate implication but I make an example to them and explain more about a explanation of active and passive form.

- 4) Question :** Do you think that including exercise from passive voice of simple present tense make the teacher difficult to implement the teaching?.

**Teacher :** No, I think when I teach my students about passive voice, and I often give exercising in teaching passive voice, my students felt easily to understand passive voice, because I often give many exercising in teaching and learning process especially in teaching and learning passive voice of simple present tense.

- 5) Question :** Do you find problems in teaching passive voice of simple present tense by using flashcard?

**Teacher :** No, As I mentioned earlier, the use of flashcard media help students in understanding passive voice of simple present tense, and also flashcard



media is affective to be implemented in their class, because almost students felt happy in learning passive voice of simple present by using flashcard media, although there are some students are a bit noisy and added by available time is not enough for teaching passive voice of simple present tense by using flashcard but there are no serious problems other than what is exists in the students themselves.

**6) Question** : what are problems that you faced in teaching passive voice of simple present tense by using flashcard?.

**Teacher** : No, the students felt happy in learning passive voice of simple present tense, because they like media that was used by their teacher to explain passive voice of simple present tense, and also the students are more easy to change active form into passive form.

**7) Question** : Do you have problem to explain passive voice form toward your students?

**Teacher** : Yes, I have problem to explain my passive voice materials especially to explain active voice into passive voice.

From the statement above, it can be concluded the teacher had problem to explain passive voice of simple present tense especially to explain active voice form into passive voice form.

**8) Question** : Do you use a flashcard media to teach passive voice of simple present tense?.

**Teacher** : No, I did not used flashcard media in teaching passive voice, when I taught my students in the class.

**9) Question** : Do you have a strategy in improving students's passive voice skill?

**Teacher** : Yes, I have a strategy in improving my students skill in learning English, but my strategy had used by myself that is not media, but, I just explain my materials to students by using explanations about my English material, when I will teach in my class, after I used flashcard media, I will try to apply in my teaching process, especially in teaching passive voice of simple present tense.

**10) Question** : What are problems have you found in teaching passive voice of simple present tense by using flashcard.

**Teacher** : Problems have found by me when I teach my students in learning passive voice of simple present tense. The students did a problem to understand verb one form and changed into verb three form, and they still difficulties to change active form into passive form.

**11) Question :** Do you have problem in teaching passive voice of simple present tense, however have you used flashcard media as your media in teaching passive voice.

**Teacher :** No, students understand passive voice of simple present tense to be easy, because in learning activities the students felt happy to learn passive voice of simple present tense, and also the students did learning process in their class by making some group in the class.

### Appendix 3

**Table 13**

#### **INSTRUMENT OF INTERVIEW**

##### **Teachers' Interview Result**

<b>No</b>	<b>Problems</b>	<b>Answer</b>	<b>Conclusion</b>
1.	Teacher had problem to understand the passive voice of simple present tense materials that were taught to the students.	The teacher had problem in teaching passive voice of simple present tense, because the students felt difficult to understand passive voice materials, especially when the teacher explained passive voice sentence by using verb one and verb three. Here, the students felt difficult to change verb one into verb three in learning passive voice.	The teacher had problem to teach passive voice materials in teaching process, because the students did not understand passive voice basic, especially, how students used verb one and verb three in learning passive voice.
2.	Teacher had difficulties if the students cannot achieve mastery of the basics, the students made passive voice sentence correctly.	The teacher had difficult to achieve students' mastery in passive voice materials, because students made some problem in making passive voice sentences, usually, the students' problem changed active sentence into passive sentence, beside that, the students did not know active form and passive form.	The teacher had difficult to achieve students' mastery in passive voice materials, because students made some problem in making passive voice sentences, especially when the students made active sentence and passive sentence

3.	The teacher had problem in teaching passive voice of simple present tense, if the students could not identify active form and passive form.	Teacher had problem to explain active form into passive form to her students, especially the students had difficult to verb one into verb three, because some of students did not know verb 3 form in making passive voice sentence.	The teacher had problem to explain passive voice, especially, the students had difficult to change verb one and verb three
4.	The teacher had problem in teaching passive voice of simple present tense, when the teacher include exercising about passive voice	Teacher had problems in designing or modifying the passive voice sentence form and the exercise to engage students' interest in learning passive voice of simple present tense.	the teacher had problem in designing or modifying the passive voice sentence form and the exercise to engage students' interest in learning passive voice of simple present tense.
5.	The teacher had problem to teach her students about passive voice of simple present tense by using flashcard	The teacher had problem to make good condition in teaching and learning process, because there are some students are a bit noisy and added by available time is not enough for teaching passive voice of simple present tense by using flashcard	In teaching and learning process, the teacher had difficult to make good condition in teaching passive voice of simple present tense by using flashcard, because there are some students, they are noisy in their teaching process
6.	The teacher had problem in teaching passive voice of simple present tense by using flashcard.	Teacher said to her students whom felt difficult to teach English, especially in learning passive voice of simple present tense, because in	The teacher asked about teaching passive voice of simple present tense by using flashcard to her students, and then, the teacher gave flashcard her

		teaching and learning process the teacher gave flashcard her students The students answered teacher's question, they felt easy to understand passive voice form, because the teacher used flashcard in teaching passive voice of simple present tense	students. They felt easy to understand passive voice form, because the teacher used flashcard in teaching passive voice of simple present tense
7.	The teacher had problem to explain passive voice form to her students	The students had difficult to identify active form and passive form. Furthermore, they did problems in making active form into passive form, Besides, they could not make inference correctly and the students had problems in working memory.	The students had difficult to identify active form and passive form. Furthermore, they did problems in making active form into passive form, Besides, they could not make inference correctly and the students had problems in working memory.
8	The teacher did not use flashcard in teaching passive voice, before the researcher did this research at SMP 18 Bandar Lampung	Before the researcher did the research at SMP 18 Bandar Lampung, the teacher said to me, she did not use flashcard in teaching process, especially in teaching passive voice of simple present tense.	The teacher did not use flashcard in teaching process, especially in teaching passive voice of simple present tense.
9	Teacher had strategy in improving ability students especially in passive voice of simple present	Teacher used strategy to teach her students, but the strategy was used by the teacher, it was not a media in teaching process, she just	Teacher used strategy to teach her students, but the strategy was used by the teacher, it was not a media in teaching process, she just explained her students

		explained her students by using explanations about English materials.	by using explanations about English materials.
10	The teacher had problem in teaching passive voice of simple present tense by using flashcard.	Teacher had problems in stimulating and engaging the students to made active sentence form and passive sentence form in teaching passive voice of simple present tense.	The teacher had problems in stimulating and engaging the students to made active form and passive form
11	The teacher's problem in teaching passive voice of simple present tense by using flashcard	When the teacher taught passive voice of simple present tense by using flashcard, the students felt easy to understand passive voice of simple present tense.	The teacher taught passive voice of simple present tense by using flashcard, the students felt easy to understand passive voice of simple present tense.

## Appendix 4

**Table 14**  
**Students' Interview Result**

No	Question	Answer	Conclusion
1	Does flashcard helps you to passive voice of simple present tense?	Yes, it helped me to passive voice of simple present tense because the teacher presented information about the passive voice sentence before make passive voice of simple present tense and conducted discussion after I made passive voice of simple present tense sentence. It made me easier to understand the passive voice and practice my passive voice skill in discussion session.	The students agreed that flashcard could help them to passive voice of simple present tense. Furthermore, the students implied that flashcard had advantages to make them easier to understand the passive voice of simple present tense by looking teacher's explanation about passive voice of simple present tense, it known with the prior knowledge. In addition, flashcard helped them to practice their passive voice skill by conducting discussion session.
2.	What are the problems that you find in learning passive voice of simple present tense by using flashcard?	Yes, I felt happy listen the teacher presented the information about the passive voice of	The students were motivated to listen the teacher presented the



		<p>simple present tense, the teacher present the passive voice. In addition, I was motivated to make the passive voice of simple present tense, because the passive voice of simple present tense sentence were interested, however I felt difficult to be understood especially active and passive form. Many of my friends did involve in discussion session, but, there are some my friends made noisy and chatted each other. It disturbed me. Furthermore, I felt shy, did not confidence and afraid if I made mistake.</p>	<p>information about the passive voice of simple present tense. They were also motivated to make the passive voice of simple present tense sentence.</p>
3	<p>How do your teacher attract your interest in learning passive voice of simple present tense?, Does your teacher is able to make you being active during learning passive voice of simple present tense by using flashcard in the class?</p>	<p>Sometimes the teacher gives a joke to make us not bored in learning passive voice of simple present tense, but sometimes her jokes were not funny. I did not feel motivated to learn by her jokes.</p> <p>Meanwhile, They think that their teacher able made them active during teaching and learning process.</p>	<p>The students were motivated to listen the teacher presented the information about the passive voice of simple present tense. They were also motivated to make passive voice sentence and did confidence if they made mistakes.</p>

4	What are the difficulties that you find in understanding the meaning of passive voice of simple present tense sentence?	Sometimes I did not know the meaning of a passive voice sentence and translated it by looking up in dictionary or asking to the teacher, moreover if that word was a word that I had never seen before. Furthermore, when I had known the meaning of a passive voice of simple present tense, I difficult translated the whole sentence. Sometimes, the meaning of the sentence was weird although I had checked the meaning of each sentence or grammar's book in dictionary.	Sometimes I did not know the meaning of a passive voice of simple present tense and translated it by looking up in dictionary or asking to the teacher, moreover if that word was a word that I had never seen before. Furthermore, when I had known the meaning of a passive voice sentence, I difficult translated the whole sentence. Sometimes, the meaning of the sentence was weird although I had checked the meaning of each sentence or grammar's book in dictionary.
5	Do you find problems in teaching passive voice of simple present tense by using flashcard?	I found some problems in learning passive voice of simple present tense, that was active form and passive form, the students felt difficult to understand how to change active form into passive form in learning passive voice of simple present tense.	Students found some problems in learning passive voice of simple present tense, that was active form and passive form, the students felt difficult to change active and passive form

		The teacher had difficult to explain to her students about how to change verb one to be changed into verb three.	
6	What are the problems that you faced in teaching passive voice of simple present tense by using flashcard?	The teacher had problem to control the condition of the class, because some students did noisy in teaching and learning process, especially in teaching and learning passive voice of simple present tense.	The condition of the class can not be controlled by the teacher, because some students did noisy in learning process
7	Do your students have problems to memorize passive voice of simple present tense by using flashcard?	I had problem to memorize the passive voice of simple present tense we had discussed before even to memorize the meaning of passive voice sentence, It might happen because I rarely learn or practice English outside the school after I learn English in the school. Moreover, English words are hardly used in my environment, nobody used it, so it is so hard to remember a new word/sentence.	Students had problem in working memory passive voice form.

8	Except in the class, Do you interest to practice English and make passive form?	<p>I rarely practice English at my house or outside class by passive voice sentence English text. But the teacher rarely gave me homework, so I did not have reason to practice my passive voice skill.</p> <p>Moreover, English was difficult for me, moreover to make passive voice sentence. It because in my environment nobody used English, and I did not use English as my habit.</p>	<p>The students were rarely practice passive voice skill at the outside of the class or school, the reasons were because they had no motivation to make and the teacher rarely gave them home work to make them had to make passive voice sentence at my house.</p>
9	Can the flashcard help you in teaching passive voice of simple present tense?	<p>When I used flashcard as media in learning passive voice of simple present tense, the media was effective in learning process, and I felt enthusiasm to follow learning activities process .</p> <p>The teacher also was easy to explain passive voice of simple present tense to her students by using flashcard as media in learning passive voice of simple present tense.</p>	<p>Students felt easy to understand of teacher's explanation about passive voice simple present tense, because the teacher used flashcard as media in teaching passive voice of simple present tense.</p>

10	what the flashcard help you in learning passive voice of simple present tense?	Yes, the flashcard helped me to understand passive voice of simple present tense, because, if the teacher explained passive voice of simple present tense, I felt bored to listen teacher's explanation about passive voice	Flashcard helped students in learning process, especially in learning passive voice of simple present tense
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## Appendix 5

### Questionnaire Of The Seventh Grade Students

**Responden : Siswa/Siswi**  
**Nama :Indah Purnama Sari**  
**Kelas : 8 F**  
**Tempat : SMP N 18 Bandar Lampung**

Kuesioner ini di susun untuk mengetahui pendapat anda tentang bahasa inggris, dan kesulitan yang anda temui dalam memahami sebuah soal, saat anda mempelajari tenses dalam bahasa inggris, terkhusus dalam passive voice of simple present tense. Di harapkan kiranya anda berkenan untuk memberikan jawaban atas pertanyaan di bawah ini secara jujur dan jawaban yang benar anda beri tanda silang (X) pada salah satu jawaban A, B, dan C.

- [illegible]

- [illegible]

Alasan:

- [illegible]

Alasan:

- [illegible]

Alasan :

- a. Ya                                  b. Biasa Saja                                  c. Tidak

Alasan :

- a. Ya                                  b. Biasa Saja                                  c. Tidak

Alasan :

- [illegible]

- [illegible]

Alasan :

- [illegible]

Alasan :

a. Ya                                  b. Biasa Saja                                  c. Tidak

Alasan :

Ya                                      b. Biasa Saja                                      c. Tidak  
Alasan :

Ya                                      b. Biasa Saja                                      c. Tidak

Alasan :

Ya ☐ b. Biasa Saja ☐ c. Tidak ☐

Alasan :

[illegible]

Ya                                      b. Biasa Saja                                      c. Tidak

Alasan :

Ya	b. Biasa Saja	c. Tidak
Alasan		





- [illegible]

15. Apakah anda merasa mudah dalam memaknai arti kalimat passive voice of simple present tense yang sebelumnya kalimat tersebut berupa kalimat active voice?

Ya

b. Biasa Saja

c. Tidak

Alasan :

16. Apakah kosa kata- kosa kata yang di gunakan oleh guru bahasa inggris anda mudah anda mengerti ketika membuat sebuah kalimat passive voice?

Ya

b. Biasa Saja

c. Tidak

Alasan :

17. Apakah guru anda menjelelaskan prosedur dalam mengajar passive voice sesuai prosedur yang peneliti gunakan?

Ya

b. Biasa Saja

c. Tidak

Alasan :

18. Apakah prosedur yang di jelaskan oleh guru anda mudah anda pahami dalam belajar passive voice

Ya

b. Biasa Saja

c. Tidak

Alasan :

19. Apakah guru anda menjelaskan semua prosedur pengajaran passive voice of simple present tense dengan menggunakan flashcard media keseluruhan kepada anda?

Ya

b. Biasa Saja

c. Tidak

Alasan :

20. Apakah dengan menggunakan prosedur yang peneliti siapkan membantu anda untuk lebih mudah dalam memahami passive voice of simple present?

Ya

b. Biasa Saja

c. Tidak

Alasan

### Questionnaire Of The Seventh Grade Students

**Responden : Siswa/Siswi**  
**Nama :Gilang Saputra**  
**Kelas : 8 F**  
**Tempat : SMP N 18 Bandar Lampung**

Kuesioner ini disusun untuk mengetahui pendapat anda tentang bahasa inggris, dan kesulitan yang anda temui dalam memahami sebuah soal, saat anda mempelajari tenses dalam bahasa inggris, terkhusus dalam passive voice of simple present tense. Di harapkan kiranya anda berkenan untuk memberikan jawaban atas pertanyaan di bawah ini secara jujur dan jawaban yang benar anda beri tanda silang (X) pada salah satu jawaban A, B, dan C.

- Apakah anda tertarik dalam belajar bahasa inggris?  
Ya                                      b. Biasa Saja                                      c. Tidak  
Alasan:
- Apakah menurut anda bahasa inggris merupakan mata pelajaran yang sulit?  
Ya                                      b. Biasa Saja                                      c. Tidak  
Alasan:
- Apakah anda memahami dengan mudah penjelasan materi bahasa inggris yang di sampaikan oleh guru anda?  
Ya                                      b. Biasa Saja                                      c. Tidak  
Alasan:
- Apakah masalah-masalah yang anda hadapi dalam belajar bahasa inggris?  
Ya                                      b. Biasa Saja                                      c. Tidak  
Alasan:
- Apakah anda menyukai pelajaran bahasa inggris terkhususnya dalam mempelajari sebuah tata bahasa dalam bahasa inggris?  
Ya                                      b. Biasa Saja                                      c. Tidak  
Alasan:
- Apakah anda menyukai pelajaran bahasa inggris khususnya dalam memahami sebuah kalimat dengan menggunakan passive voice of simple present tense?  
Ya                                      b. Biasa Saja                                      c. Tidak

Alasan:

7. Apakah anda mudah dalam memahami kalimat passive voice of simple present tense dengan menggunakan flashcard?

[illegible]

Alasan:

8. Apakah anda berfikir bahwa belajar bahasa inggris khususnya saat memahami sebuah active dan passive sentence dengan menggunakan flashcard media lebih mudah di fahami?

[illegible]

Alasan :

9. Apakah anda menyukai jika flashcard media terus di gunakan dalam pembelajaran bahasa inggris khususnya di gunakan media dalam mempelajari passive voice of simple present tense?

[illegible]

Alasan :

10. Apakah anda kesulitan untuk memahami makna dari sebuah kalimat tentang passive voice of simple present tense?

c. Ya                                  b. Biasa Saja                                  c. Tidak

Alasan :

11. Apakah anda kesulitan dalam membuat kalimat passive voice of simple present tense dengan menggunakan flashcard media.

[illegible]

12. Apakah anda kesulitan memaknai kalimat dalam membedakan kalimat active dan kalimat passive?

[illegible]

Alasan :

13. Apakah anda kesulitan untuk memahami penggunaan kata kerja yang digunakan dalam membuat sebuah kalimat passive voice of simple present tense?

[illegible]

Alasan :

14. Apakah anda merasa kesulitan dalam memahami bentuk kalimat dengan menggunakan to be dari kalimat simple present tense?

c. Ya    b. Biasa Saja    c. Tidak

Alasan :

15. Apakah anda merasa mudah dalam memaknai arti kalimat passive voice of simple present tense yang sebelumnya kalimat tersebut berupa kalimat active voice?

Ya

b. Biasa Saja

c. Tidak

Alasan :

16. Apakah kosa kata- kosa kata yang di gunakan oleh guru bahasa inggris anda mudah anda mengerti ketika membuat sebuah kalimat passive voice?

Ya

b. Biasa Saja

c. Tidak

Alasan :

17. Apakah guru anda menjelelaskan prosedur dalam mengajar passive voice sesuai prosedur yang peneliti gunakan?

Ya

b. Biasa Saja

c. Tidak

Alasan :

18. Apakah prosedur yang di jelaskan oleh guru anda mudah anda pahami dalam belajar passive voice

Ya

b. Biasa Saja

c. Tidak

Alasan :

19. Apakah guru anda menjelaskan semua prosedur pengajaran passive voice of simple present tense dengan menggunakan flashcard media keseluruhan kepada anda?

Ya

b. Biasa Saja

c. Tidak

Alasan :

20. Apakah dengan menggunakan prosedur yang peneliti siapkan membantu anda untuk lebih mudah dalam memahami passive voice of simple present?

Ya

b. Biasa Saja

c. Tidak

Alasan

## Questionnaire Of The Seventh Grade Students

**Responden** : Siswa/Siswi  
**Nama** :Rama Agil Saputra  
**Kelas** : 8 F  
**Tempat** : SMP N 18 Bandar Lampung

Kuesioner ini disusun untuk mengetahui pendapat anda tentang bahasa inggris, dan kesulitan yang anda temui dalam memahami sebuah soal, saat anda mempelajari tenses dalam bahasa inggris, terkhusus dalam passive voice of simple present tense. Di harapkan kiranya anda berkenan untuk memberikan jawaban atas pertanyaan di bawah ini secara jujur dan jawaban yang benar anda beri tanda silang (X) pada salah satu jawaban A, B, dan C.

1. Apakah anda tertarik dalam belajar bahasa inggris?  
Ya                                      b. Biasa Saja                                      c. Tidak  
Alasan:
2. Apakah menurut anda bahasa inggris merupakan mata pelajaran yang sulit?  
Ya                                      b. Biasa Saja                                      c. Tidak  
Alasan:
3. Apakah anda memahami dengan mudah penjelasan materi bahasa inggris yang di sampaikan oleh guru anda?  
Ya                                      b. Biasa Saja                                      c. Tidak  
Alasan:
4. Apakah masalah-masalah yang anda hadapi dalam belajar bahasa inggris?  
Ya                                      b. Biasa Saja                                      c. Tidak  
Alasan:
5. Apakah anda menyukai pelajaran bahasa inggris terkhususnya dalam mempelajari sebuah tata bahasa dalam bahasa inggris?  
Ya                                      b. Biasa Saja                                      c. Tidak  
Alasan:
6. Apakah anda menyukai pelajaran bahasa inggris khususnya dalam memahami sebuah kalimat dengan menggunakan passive voice of simple present tense?  
Ya                                      b. Biasa Saja                                      c. Tidak

Alasan:

7. Apakah anda mudah dalam memahami kalimat passive voice of simple present tense dengan menggunakan flashcard?

[illegible]

Alasan:

8. Apakah anda berfikir bahwa belajar bahasa inggris khususnya saat memahami sebuah active dan passive sentence dengan menggunakan flashcard media lebih mudah di fahami?

[illegible]

Alasan :

9. Apakah anda menyukai jika flashcard media terus di gunakan dalam pembelajaran bahasa inggris khususnya di gunakan media dalam mempelajari passive voice of simple present tense?

d. Ya                                  b. Biasa Saja                                  c. Tidak

Alasan :

10. Apakah anda kesulitan untuk memahami makna dari sebuah kalimat tentang passive voice of simple present tense?

[illegible]

Alasan :

11. Apakah anda kesulitan dalam membuat kalimat passive voice of simple present tense dengan menggunakan flashcard media.

d. Ya                                      b. Biasa Saja                                      c. Tidak

12. Apakah anda kesulitan memaknai kalimat dalam membedakan kalimat active dan kalimat passive?

[illegible]

Alasan :

13. Apakah anda kesulitan untuk memahami penggunaan kata kerja yang digunakan dalam membuat sebuah kalimat passive voice of simple present tense?

[illegible]

Alasan :

14. Apakah anda merasa kesulitan dalam memahami bentuk kalimat dengan menggunakan to be dari kalimat simple present tense?

d. Ya                                      b. Biasa Saja                                      c. Tidak

Alasan :



15. Apakah anda merasa mudah dalam memaknai arti kalimat passive voice of simple present tense yang sebelumnya kalimat tersebut berupa kalimat active voice?

Ya

b. Biasa Saja

c. Tidak

Alasan :

16. Apakah kosa kata- kosa kata yang di gunakan oleh guru bahasa inggris anda mudah anda mengerti ketika membuat sebuah kalimat passive voice?

Ya

b. Biasa Saja

c. Tidak

Alasan :

17. Apakah guru anda menjelelaskan prosedur dalam mengajar passive voice sesuai prosedur yang peneliti gunakan?

Ya

b. Biasa Saja

c. Tidak

Alasan :

18. Apakah prosedur yang di jelaskan oleh guru anda mudah anda pahami dalam belajar passive voice

Ya

b. Biasa Saja

c. Tidak

Alasan :

19. Apakah guru anda menjelaskan semua prosedur pengajaran passive voice of simple present tense dengan menggunakan flashcard media keseluruhan kepada anda?

Ya

b. Biasa Saja

c. Tidak

Alasan :

20. Apakah dengan menggunakan prosedur yang peneliti siapkan membantu anda untuk lebih mudah dalam memahami passive voice of simple present?

Ya

b. Biasa Saja

c. Tidak

Alasan

### **Questionnaire Of The Seventh Grade Students**

**Responden : Siswa/Siswi**  
**Nama :Siska Safitri**  
**Kelas : 8 F**  
**Tempat : SMP N 18 Bandar Lampung**

Kuesioner ini disusun untuk mengetahui pendapat anda tentang bahasa Inggris, dan kesulitan yang anda temui dalam memahami sebuah soal, saat anda mempelajari tenses dalam bahasa Inggris, terkhusus dalam passive voice of simple present tense. Di harapkan kiranya anda berkenan untuk memberikan jawaban atas pertanyaan di bawah ini secara jujur dan jawaban yang benar anda beri tanda silang (X) pada salah satu jawaban A, B, dan C.

21. Apakah anda tertarik dalam belajar bahasa inggris?

**a.** Ya                      **b.** Biasa Saja                      **c.** Tidak

Alasan:

22. Apakah menurut anda bahasa inggris merupakan mata pelajaran yang sulit?

Ya ☐ b. Biasa Saja ☐ c. Tidak ☐

Alasan:

23. Apakah anda memahami dengan mudah penjelasan materi bahasa inggris yang di sampaikan oleh guru anda?

Ya ☐ b. Biasa Saja ☐ c. Tidak ☐

Alasan:

24. Apakah masalah-masalah yang anda hadapi dalam belajar bahasa inggris?

**Ya**                      **b. Biasa Saja**                      **c. Tidak**

25. Apakah anda menyukai pelajaran bahasa inggris terkhususnya dalam mempelajari sebuah tata bahasa dalam bahasa inggris?

Ya ☐ b. Biasa Saja ☐ c. Tidak ☐

Alasan: \_\_\_\_\_

26. Apakah anda menyukai pelajaran bahasa inggris khususnya dalam memahami sebuah kalimat dengan menggunakan passive voice of simple present tense?

Ya                      b. Biasa Saja                      c. Tidak

Alasan:

[illegible][illegible][illegible]

e. Ya                                  b. Biasa Saja                                  c. Tidak

e. Ya                                      b. Biasa Saja                                      c. Tidak

[illegible][illegible]

e. Ya                                  b. Biasa Saja                                  c. Tidak

Alasan :

35. Apakah anda merasa mudah dalam memaknai arti kalimat passive voice of simple present tense yang sebelumnya kalimat tersebut berupa kalimat active voice?

Ya

b. Biasa Saja

c. Tidak

Alasan :

36. Apakah kosa kata- kosa kata yang di gunakan oleh guru bahasa inggris anda mudah anda mengerti ketika membuat sebuah kalimat passive voice?

Ya

b. Biasa Saja

c. Tidak

Alasan :

37. Apakah guru anda menjelelaskan prosedur dalam mengajar passive voice sesuai prosedur yang peneliti gunakan?

Ya

b. Biasa Saja

c. Tidak

Alasan :

38. Apakah prosedur yang di jelaskan oleh guru anda mudah anda pahami dalam belajar passive voice

Ya

b. Biasa Saja

c. Tidak

Alasan :

39. Apakah guru anda menjelaskan semua prosedur pengajaran passive voice of simple present tense dengan menggunakan flashcard media keseluruhan kepada anda?

Ya

b. Biasa Saja

c. Tidak

Alasan :

40. Apakah dengan menggunakan prosedur yang peneliti siapkan membantu anda untuk lebih mudah dalam memahami passive voice of simple present?

Ya

b. Biasa Saja

c. Tidak

Alasan

### The Students List of Class VIII-F

Semester/TP : I/2016-2017

Teacher : Elvira Susi Yunita, S.Pd

Class : VII-F

Wali Kelas : L. Sri Wahyuningsih, S.pd

NO	NAME	CODE	MALE/FEMALE	
			MALE	FEMALE
1	Aarian Risandi	1- AR	Male	-
2	Ahmad Pauzan Adima	2- APD	Male	-
3	Andhika Ramadhan	3- AR	Male	-
4	Annisa Ardhia Pramesti	4- AAP	-	Female
5	Annisa Septiana	5- AS	-	Female
6	Arya	6- A	Male	-
7	Bayu Ramadhan	7- BR	Male	-
8	Bella Safitri	8- BS	-	Female
9	Chunti Aurelia	9- CA	-	Female
10	Daeng M Wahyu Br	10- DM	Male	-
11	David Maulana	11- DM	Male	-
12	Dini Suci Andini	12- DSA	-	Female
13	Dwi Indah Lestari	13- DIL	-	Female
14	Gilang Saputra	14- GS	Male	-

15	Husnun Latifah	15- HL	-	Female
16	Intan Dapiana	16- ID	-	Female
17	Isabel Alisca Sulton	17- IAS	-	Female
18	Jefri Rahmawi	18- JR	Male	-
19	Lalla Safitri	19- LS	-	Female
20	M. Agus Syaifullah	20- MAS	Male	-
21	M. Ilham Maulana	21- MIM	Male	-
22	M. Thoha Aziz	22- MTA	Male	-
23	M. Tio Wardana	23- MTW	Male	-
24	Noval Ferlian	24-NF	Male	-
25	Novia Safitri	25- NS	-	Female
26	Putri Dwi Ayunda	26- PDA	-	Female
27	Rafli Khomaini	27- RK	Male	-
28	Rama Aqil Saputra	28- RAS	Male	-
29	Ramadhan Kurnia D2	29- RKD	Male	-
30	Restia Arelaya	30- RA	-	Female
31	Resti Putri Pramesia	31-RPP	-	Female
32	Reynaldi Runovan	32- RR	Male	-
33	Ria Ayu Ayunda	33- RAA	-	Female
34	Shabnna Ghasani Putri	34-SGP	-	Female
35	Sisika Safitri	35- SS	-	Female

36	Gubagiyo	36- G	Male	-
37	Vi Delly Sandra	37- VDS	-	Female
38	Yuliani Pratiwi	38- YP	-	Female
39	Indah Purnama Sari	39-IPS	-	Female

## SILABUS PEMBELAJARAN

Sekolah : SMP 18 Bandar Lampung  
 Kelas : VIII ( Delapan )  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : 1 (Satu)  
 Standar Kompetensi : Menulis

### 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> <li>• Undangan</li> <li>• Pengumuman</li> <li>• Pesan Singkat</li> </ul> 2. Tata Bahasa <ul style="list-style-type: none"> <li>• Kalimat sederhana                             <ul style="list-style-type: none"> <li>- mengundang</li> <li>- mengumumkan</li> <li>- menyampaikan pesan</li> </ul> </li> </ul>	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Tes tulis	Melengkapi rumpang  Menyusun kata acak  Essay	1. <i>Complete the following sentence / text using suitable word / words</i> 2. <i>Arrange the word into good sentences.</i> 3. <i>Write simple sentences based on the situation given</i> 4. <i>Write an invitation/ an announcement / message based on the situation given.</i>	4 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan



KTSP Perangkat Pembelajaran Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs)

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	3.Kosa kata - Kata terkait tema dan jenis teks	1. Review ungkapan-ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> .  2. Menulis kalimat yang berdasarkan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> gambar/realia.  3. Melengkapi rumpang dalam teks <i>descriptif</i> dan <i>recount</i> dengan kata yang tepat.  4. Menyusun kalimat acak menjadi teks <i>descriptif</i> dan <i>recount</i> yang	1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i>  2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptivedan recount</i> .  3. Menulis teks esai dalam bentuk a. <i>descriptive dan recount</i> .	Tes tulis	1. <i>Completion</i>	1. <i>Complete the paragraph using the suitable words.</i>	4 x 40 menit	1. Buku teks yang relevan  2. Gambar terkait tema/topik  3. Benda-benda sekitar
	4.Tanda baca							
	5. Spelling			Tes tulis	2. <i>Jumbled sentences</i>	2. <i>Rearrange the Following sentences correctly.</i>		
	1. Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i>  2. Tata bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense  3. Kosa kata - kata terkait tema dan jenis teks - kata penghubung and, then, after that, before dsb							

*KTSP Perangkat Pembelajaran Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs)*

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	4. Tanda Baca, Spelling	terpadu. 5. Membuat draft teks descriptive dan recount secara mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.				<i>you did last Sunday</i>		
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

The Students List of Class VIII-F

Semester/TP : I/2016-2017

Teacher : Elvira Susi Yunita, S.Pd

Class : VII-F

Wali Kelas : L. Sri Wahyuningsih, S.pd

NO	NAME	CODE	MALE/FEMALE	
			MALE	FEMALE
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5	Annisa Septiana	5- AS	-	Female
6	Arya	6- A	Male	-
7	Bayu Ramadhan	7- BR	Male	-
8	Bella Safitri	8- BS	-	Female
9	Chunti Aurelia	9- CA	-	Female
10	Daeng M Wahyu Br	10- DM	Male	-
11	David Maulana	11- DM	Male	-
12	Dini Suci Andini	12- DSA	-	Female
13	Dwi Indah Lestari	13- DIL	-	Female
14	Gilang Saputra	14- GS	Male	-
15	Husnun Latifah	15- HL	-	Female
16	Intan Dapiana	16- ID	-	Female
17	Isabel Alisca Sulton	17- IAS	-	Female
18	Jefri Rahmawi	18- JR	Male	-

19	Lalla Safitri	19- LS	-	Female
20	M. Agus Syaifullah	20- MAS	Male	-
21	M. Ilham Maulana	21- MIM	Male	-
22	M. Thoha Aziz	22- MTA	Male	-
23	M. Tio Wardana	23- MTW	Male	-
24	Noval Ferlian	24-NF	Male	-
25	Novia Safitri	25- NS	-	Female
26	Putri Dwi Ayunda	26- PDA	-	Female
27	Rafli Khomaini	27- RK	Male	-
28	Rama Aqil Saputra	28- RAS	Male	-
29	Ramadhan Kurnia D2	29- RKD	Male	-
30	Restia Arelaya	30- RA	-	Female
31	Resti Putri Pramesia	31-RPP	-	Female
32	Reynaldi Runovan	32- RR	Male	-
33	Ria Ayu Ayunda	33- RAA	-	Female
34	Shabnna Ghasani Putri	34-SGP	-	Female
35	Sisika Safitri	35- SS	-	Female
36	Gubagiyo	36- G	Male	-
37	Vi Delly Sandra	37- VDS	-	Female
38	Yuliani Pratiwi	38- YP	-	Female
39	Indah Purnama Sari	39-IPS	-	Female



**KEMENTERIAN AGAMA RI**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

---

Alamat : Jln. Letkol H. Edro Suratmin, Sukarame, Bandar Lampung. Telp. (0721)702360

---

**CONTROL CARD**

**NAME : ARDIYANSYAH**

**STUDENTS' NUMBER : 1111040241**

**PROGRAME : ENGLISH EDUCATION**

**TITLE : TEACHING AND LEARNING PASSIVE VOICE OF SIMPLE PRESENT TENSE BY USING FLASHCARD AT THE SECOND SEMESTER OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 18 BANDAR LAMPUNG IN 2016/2017 ACADEMIC YEAR**

No	Day/Date	Consultation	Signature	
			Advisor	Students
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

**Bandar Lampung,      November 2016**

**Advisor**

**Bambang Irfani, M.Pd**  
**NIP. 197305072008041001**



**KEMENTERIAN AGAMA RI**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

---

Alamat : Jln. Letkol H. Edro Suratmin, Sukarama, Bandar Lampung. Telp. (0721)702360

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**CONTROL CARD**

**NAME : ARDIYANSYAH**

**STUDENTS' NUMBER : 1111040241**

**PROGRAME : ENGLISH EDUCATION**

**TITLE : TEACHING AND LEARNING PASSIVE VOICE OF SIMPLE PRESENT TENSE BY USING FLASHCARD AT THE SECOND SEMESTER OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 18 BANDAR LAMPUNG IN 2016/2017 ACADEMIC YEAR**

No	Day/Date	Consultation	Signature	
			Advisor	Students
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

**Bandar Lampung,     November 2016**

**Co - Advisor**

**Nur Syamsiyah,M.Pd**